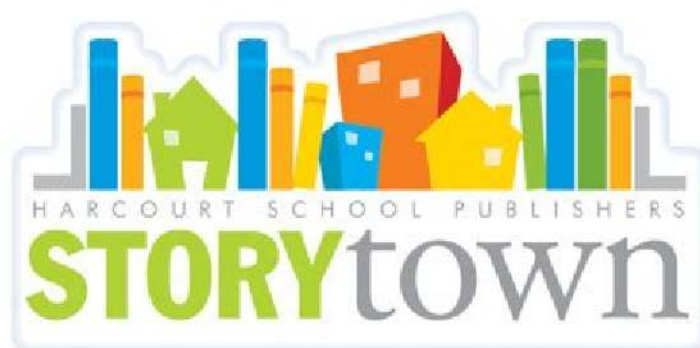


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STORYTOWN





Make Your Mark

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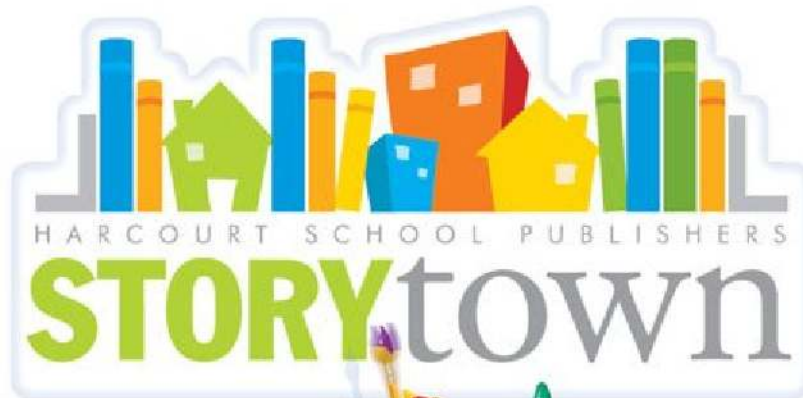
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Make Your Mark

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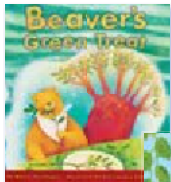
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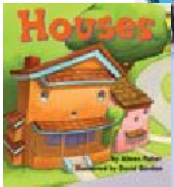
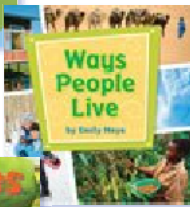


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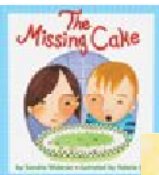
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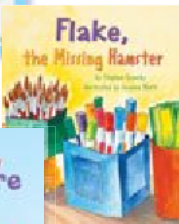
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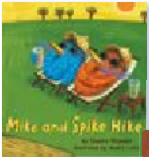
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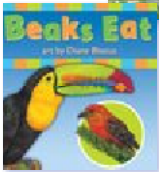
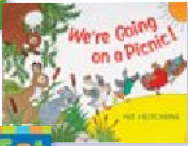


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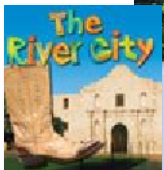
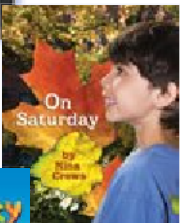
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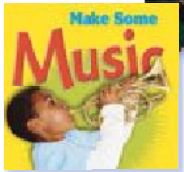
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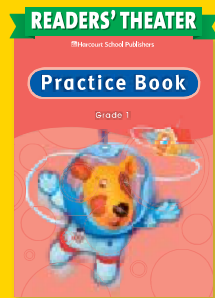
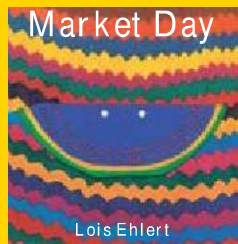
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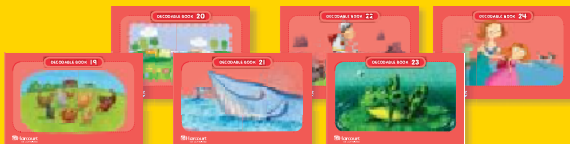


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"The Princess and
the Peas"



Comprehension Strategies

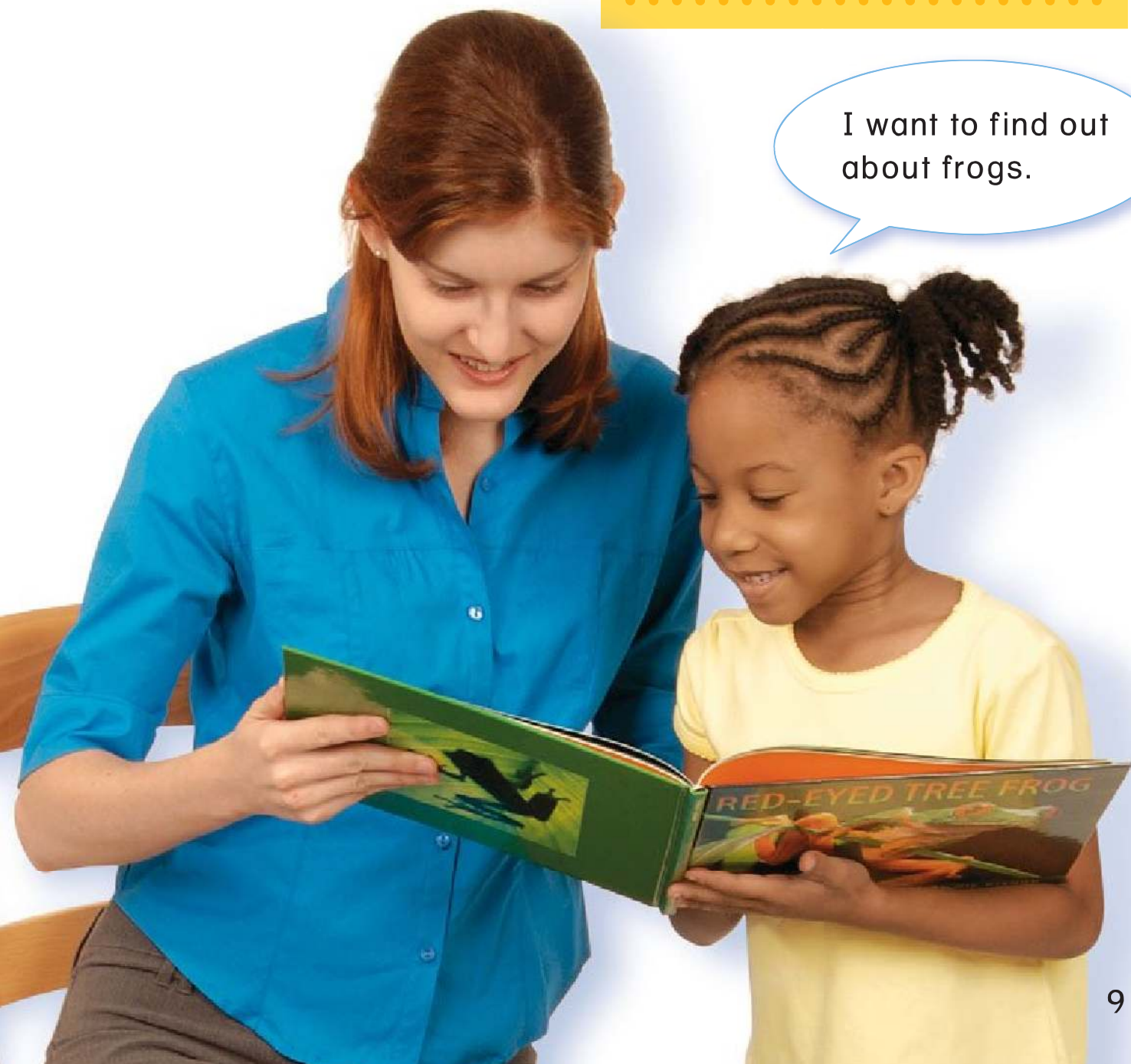
Before You Read

Look at the pictures.
Think about what
you already know.



Set a purpose.

I want to find out
about frogs.



While You Read

Ask questions.

What do frogs eat?

Reread.

I'll read this page again.

Answer questions.

Oh! Some frogs eat bugs.



After You Read

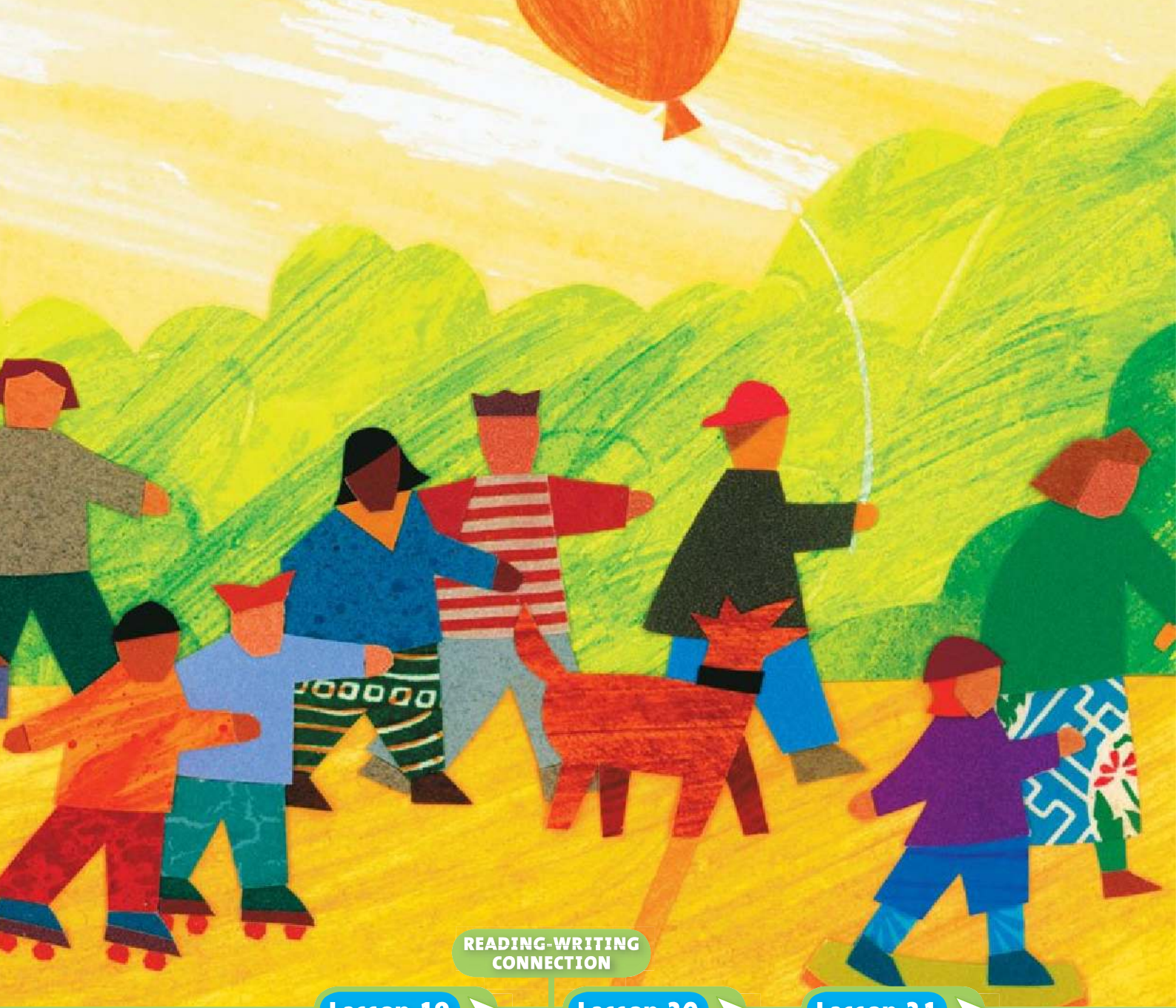
Retell.

**First, tadpoles hatch from eggs.
Then, they begin changing into frogs.
Last, they are full-grown frogs.**

Make connections.

**This is like another book I read.
I learned how butterflies change.**





READING-WRITING
CONNECTION

Lesson 19

Selection Titles

Beaver's Green Treat
Little Rabbit's Tale
Grow, Apples, Grow!

Comprehension Strategies

Recognize Story Structure

Focus Skill

Cause and Effect

Lesson 20

Kids Play!
Ways People Live
Houses

Use Graphic Organizers

Cause and Effect

Lesson 21

The Missing Cake
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Summarize

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Where We Live

Artist and title unknown



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We're Going on a Picnic!
Beaks Eat

Ask Questions
Words with i-e

Lesson 23

Hang On, Rose!
On Saturday
The River City

Answer Questions
Draw Conclusions

Lesson 24

What Is in the Hedge?
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Make Some Music

Make Inferences
Draw Conclusions

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by Nancy Furstinger • illustrated by Alessandra Cimattoribus

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Learn to see what happens and why as I read.

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Learn to read and write new high-frequency words.

“Little Rabbit’s Tale” 28

by Wong Herbert Yee • illustrated by Richard Bernal

- Learn the features of a folktale.



- Learn how to recognize the structure of a story.

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- Compare texts.
- Write about something silly that I’ve done.
- Practice building words.
- Reread for fluency.



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2

Genre: Folktale

Little Rabbit's Tale

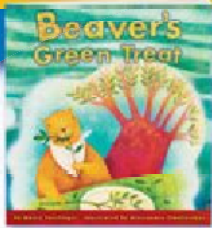
by Wong Herbert Yee
illustrated by Richard Bernal

Grow, Apples, Grow!

3

Genre: Nonfiction Article

Get Started Story



Phonics

Words with ee
and ea

Words to Know

Review

would

mouse

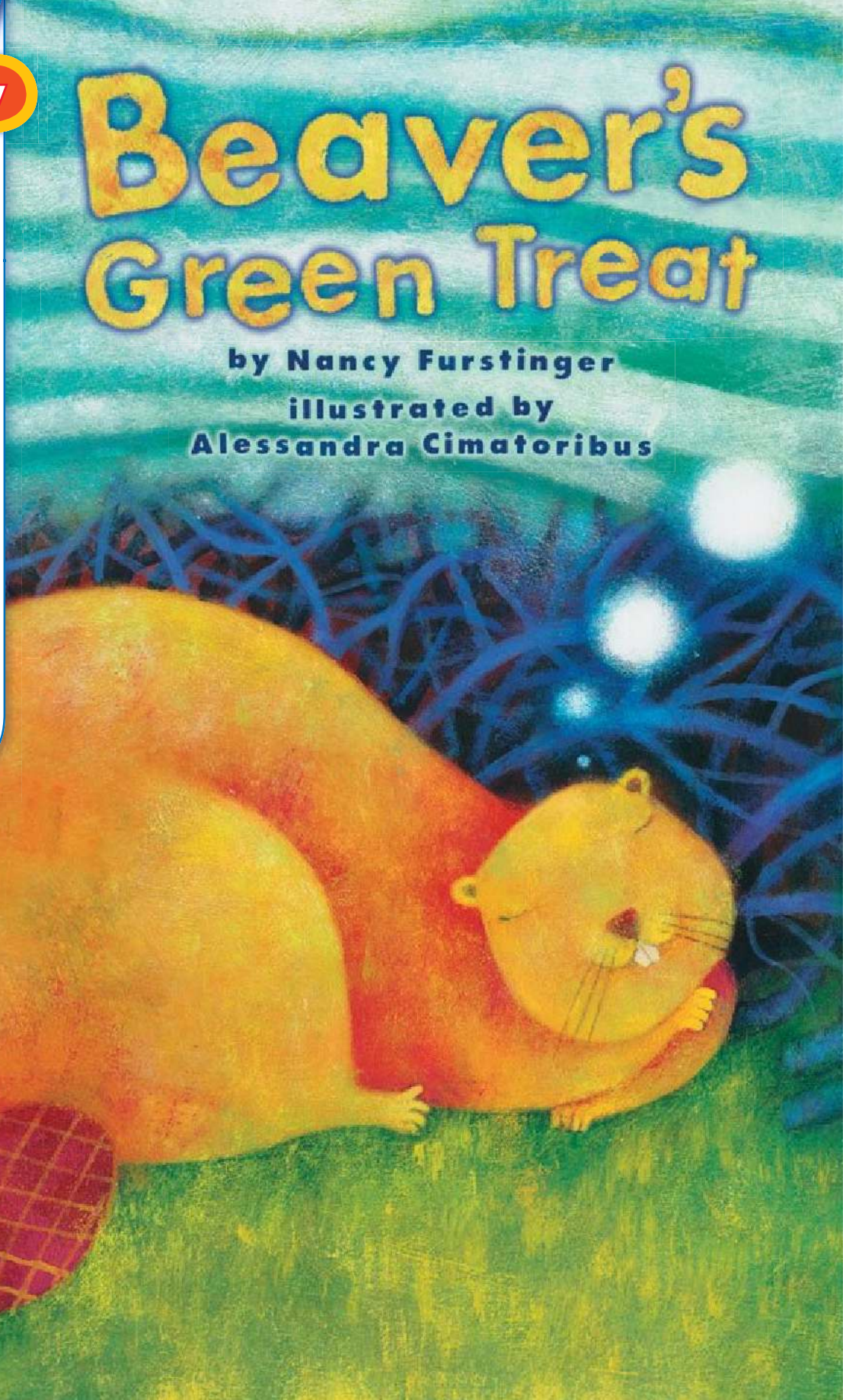
nice

always

Beaver's Green Treat

by Nancy Furstinger

illustrated by
Alessandra Cimatoribus





Beaver dreams of a green feast.
He asks his pals for a green treat.

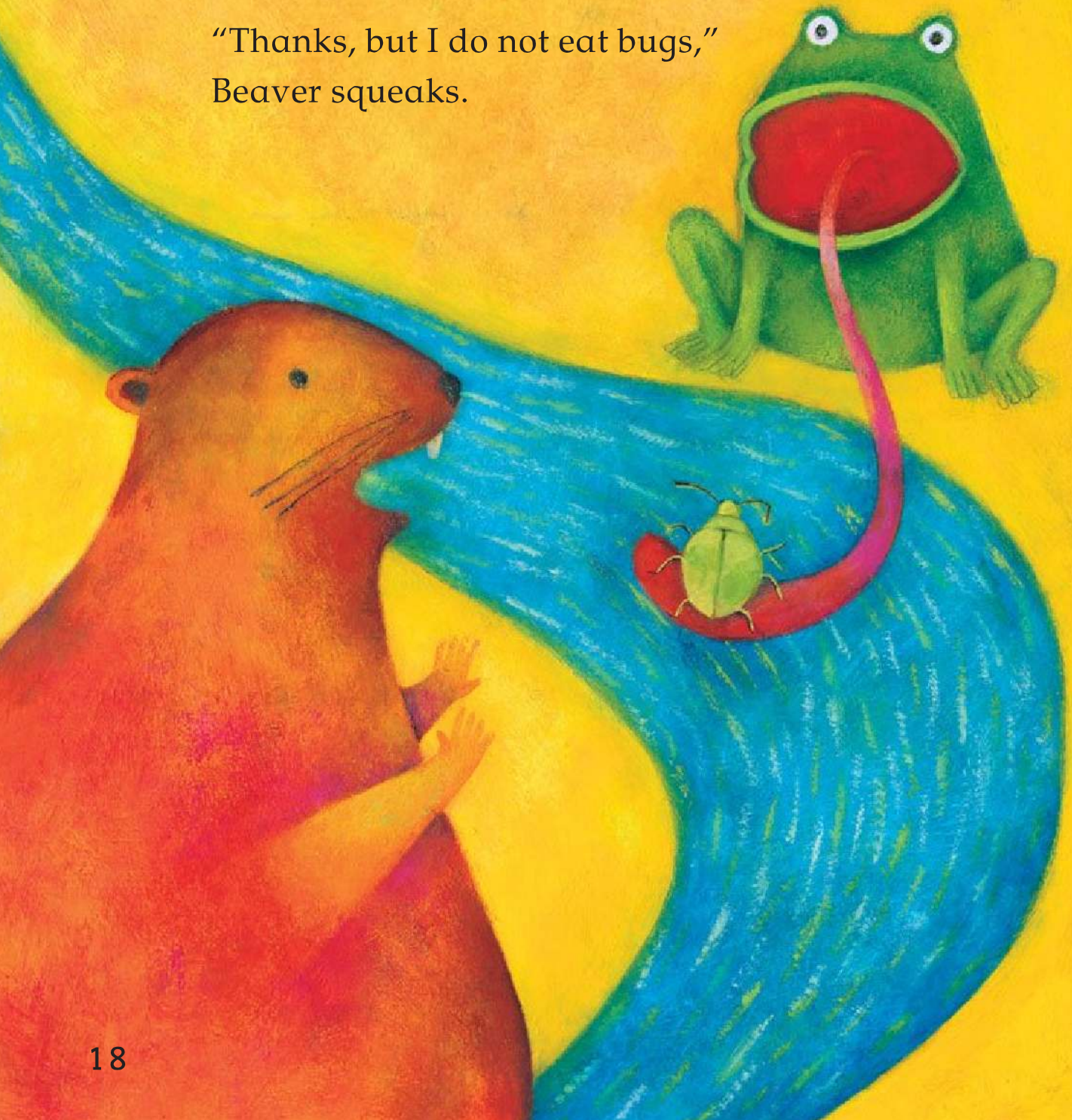
"Can you offer me a green treat?"

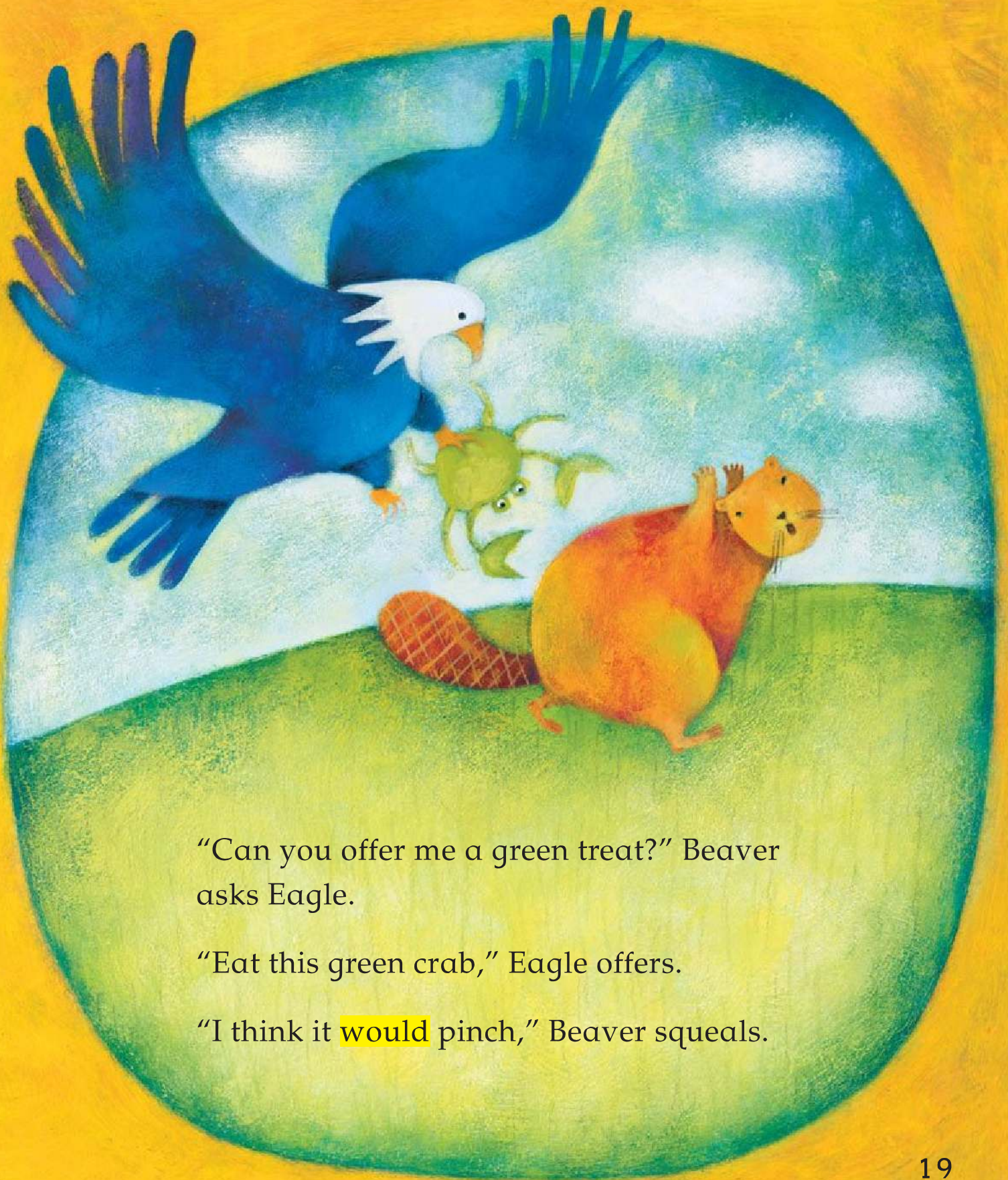
Beaver asks Frog.

"Eat this green beetle," Frog offers.

"Thanks, but I do not eat bugs,"

Beaver squeaks.





"Can you offer me a green treat?" Beaver asks Eagle.

"Eat this green crab," Eagle offers.

"I think it **would** pinch," Beaver squeals.

"Can you offer me a green treat?"

Beaver asks **Mouse**.

"Eat this green seed," Mouse offers.

"It is too small," Beaver chuckles.



"Can you offer me a green treat?"

Beaver asks Peacock.

"Eat this **nice**, green peach,"

Peacock offers.

"I **always** eat yellow peaches,"

Beaver brags.



"Can you offer me a green treat?" Beaver asks Seagull.

"Eat this green seaweed," Seagull offers.

"I cannot munch seaweed," Beaver shrugs.



"Can you offer me a green treat?" Beaver asks Elk.

"Eat this green treetop," Elk offers.

"That is just the green feast I need!" Beaver grins.



Focus Skill



Cause and Effect

Learning about **cause and effect** will help you answer these two questions as you read:
What happened? Why did it happen?



What happened? The bear is getting wet.

Why did it happen? It rained.

The **cause** is the rain. The **effect** is that the bear is wet.

**Look at the picture. What happened?
Why did it happen?**

What is the cause? What is the effect?



Try This!

Look at the lamp.

- **What happened?**
- **Why did it happen?**
- **What is the cause?**
- **What is the effect?**



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Words to Know

High-Frequency Words

dear

sky

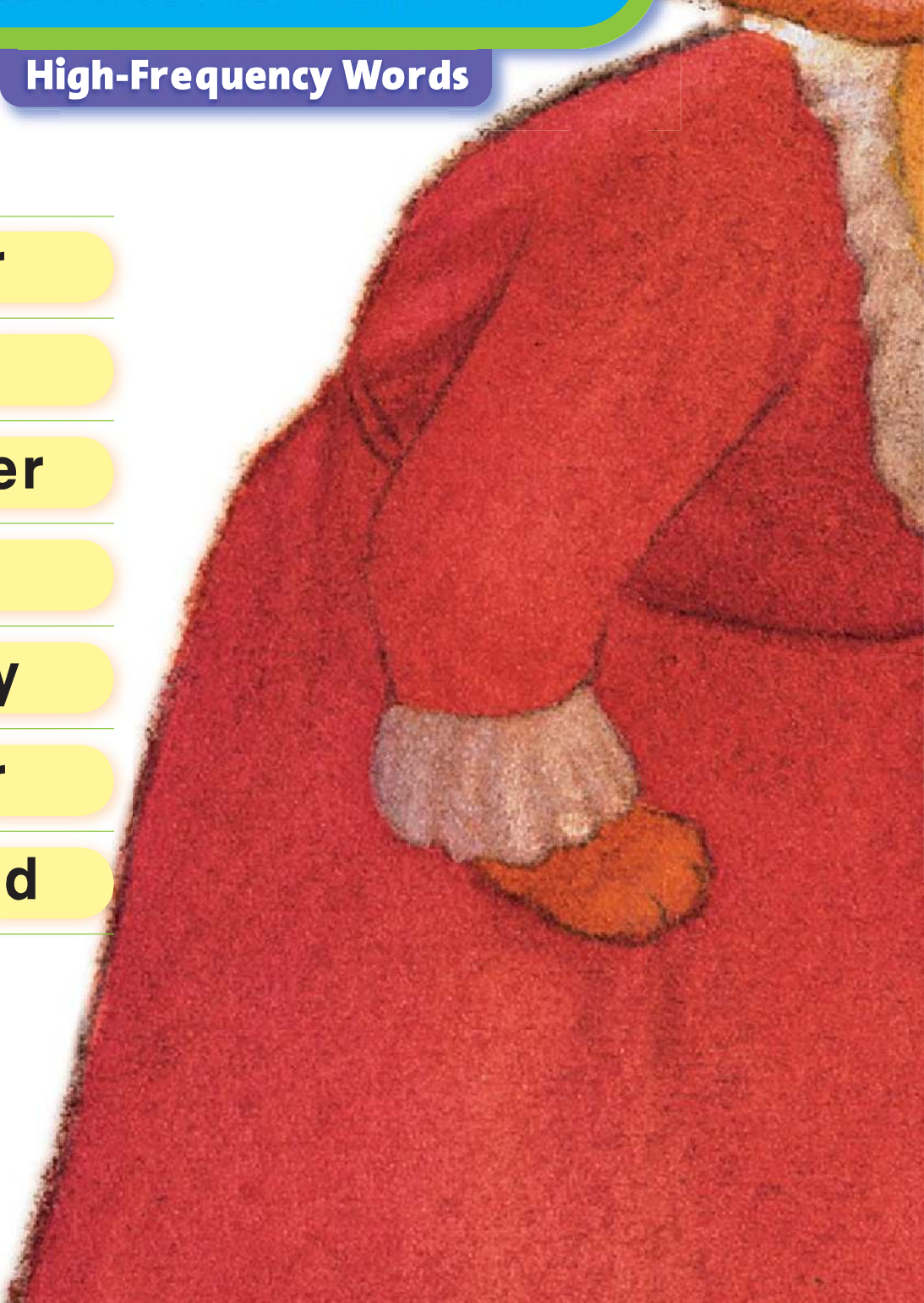
mother

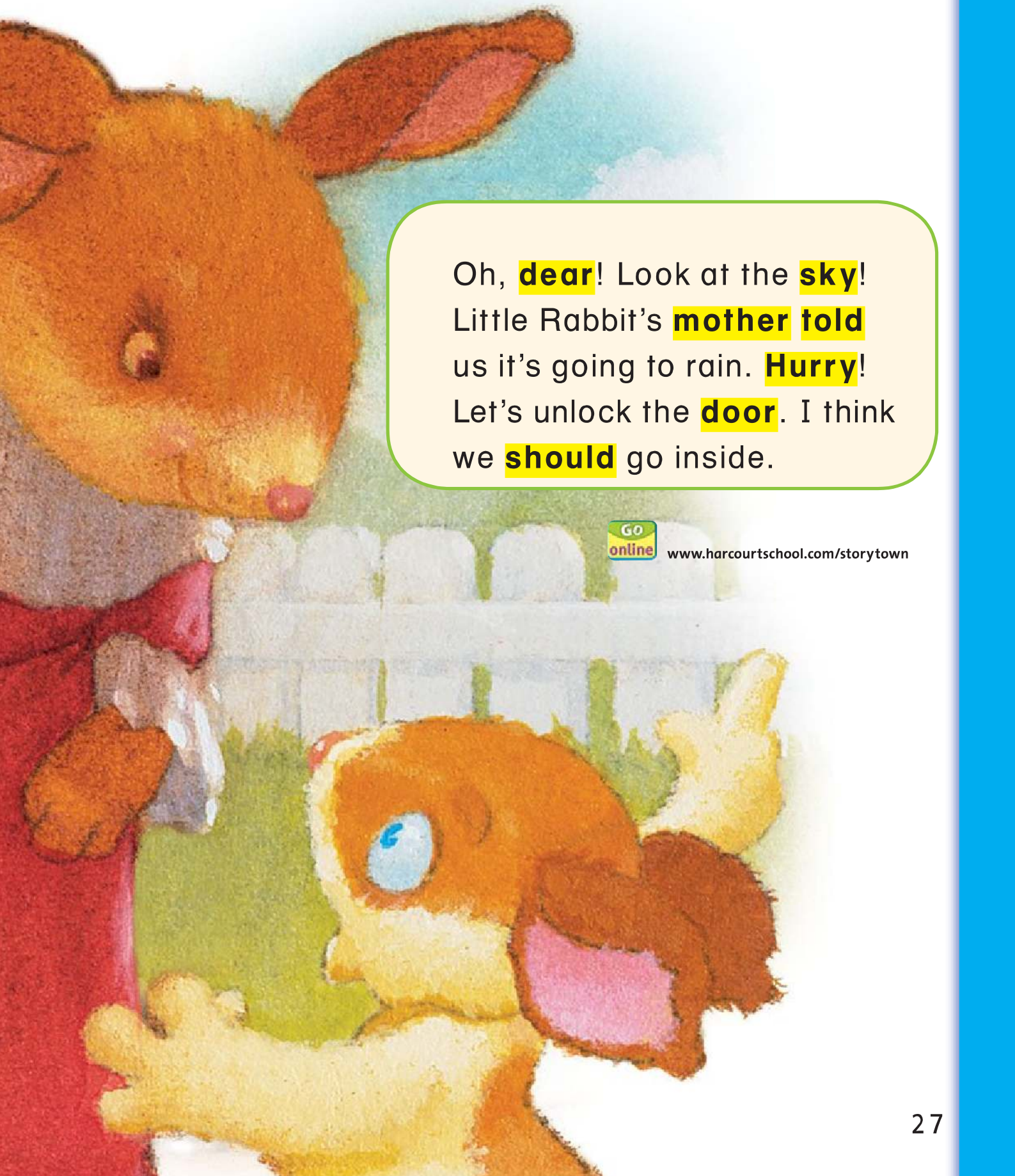
told

hurry

door

should

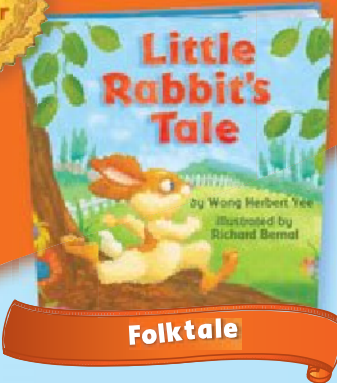


A large brown rabbit with long ears is on the left, looking down at a smaller yellow rabbit on the right. The yellow rabbit has a blue eye and a pink mouth, looking up at the brown rabbit. They are in a grassy area with a white fence in the background.

Oh, **dear**! Look at the **sky**!
Little Rabbit's **mother told**
us it's going to rain. **Hurry**!
Let's unlock the **door**. I think
we **should** go inside.



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Genre Study

Folktales are old stories that have been passed down for many years. They usually have a clear beginning, middle, and ending.

Beginning



Middle



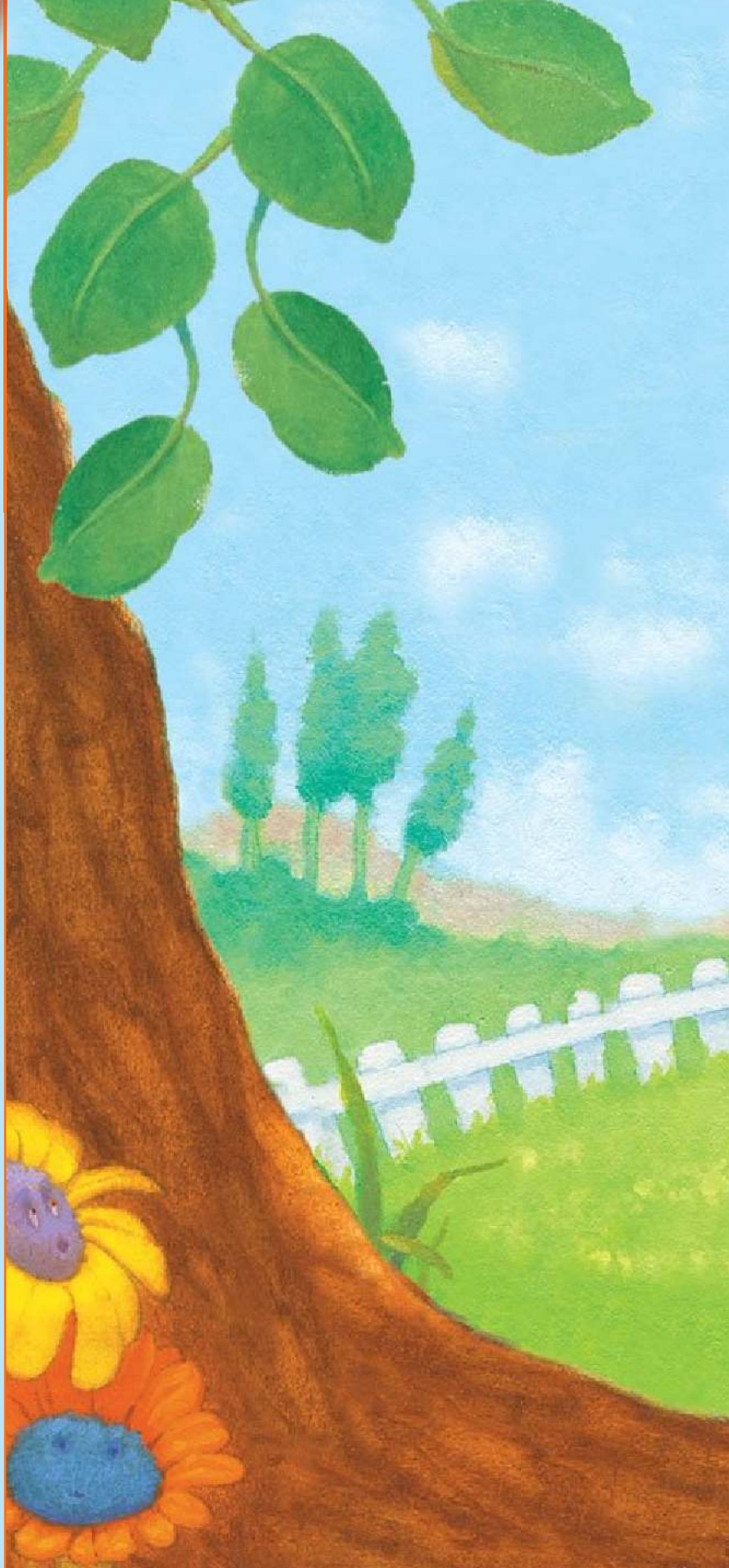
Ending

Comprehension Strategy



Recognize Story Structure

As you read, remember the order in which things happen. What happens at the beginning, in the middle, and at the end?



Little Rabbit's Tale

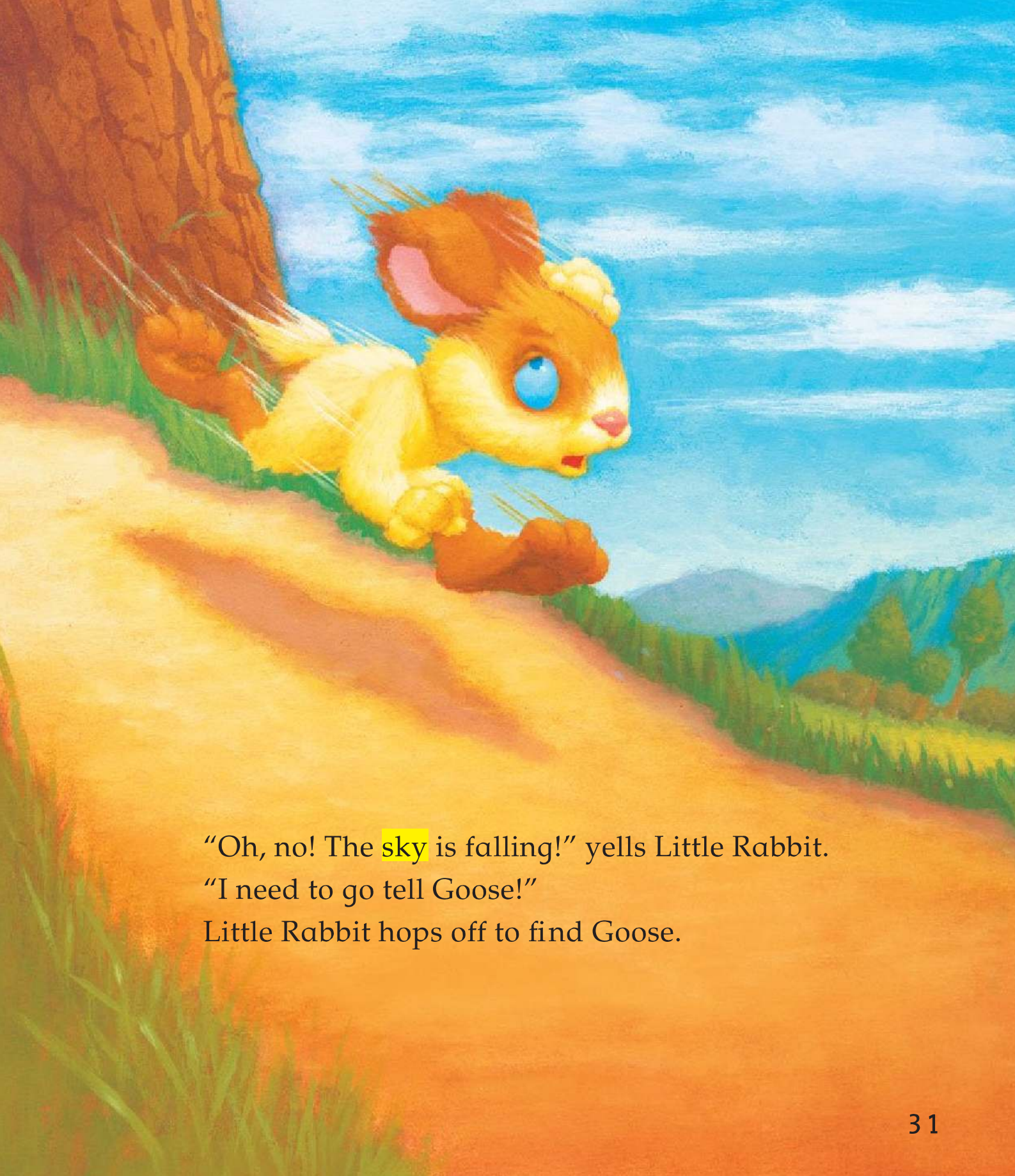
by Wong Herbert Yee
illustrated by Richard Bernal



Little Rabbit sleeps under an apple tree. All of a sudden, the wind begins to blow. The branches shift in the wind.

Thump!

Something hits Little Rabbit.



“Oh, no! The sky is falling!” yells Little Rabbit.

“I need to go tell Goose!”

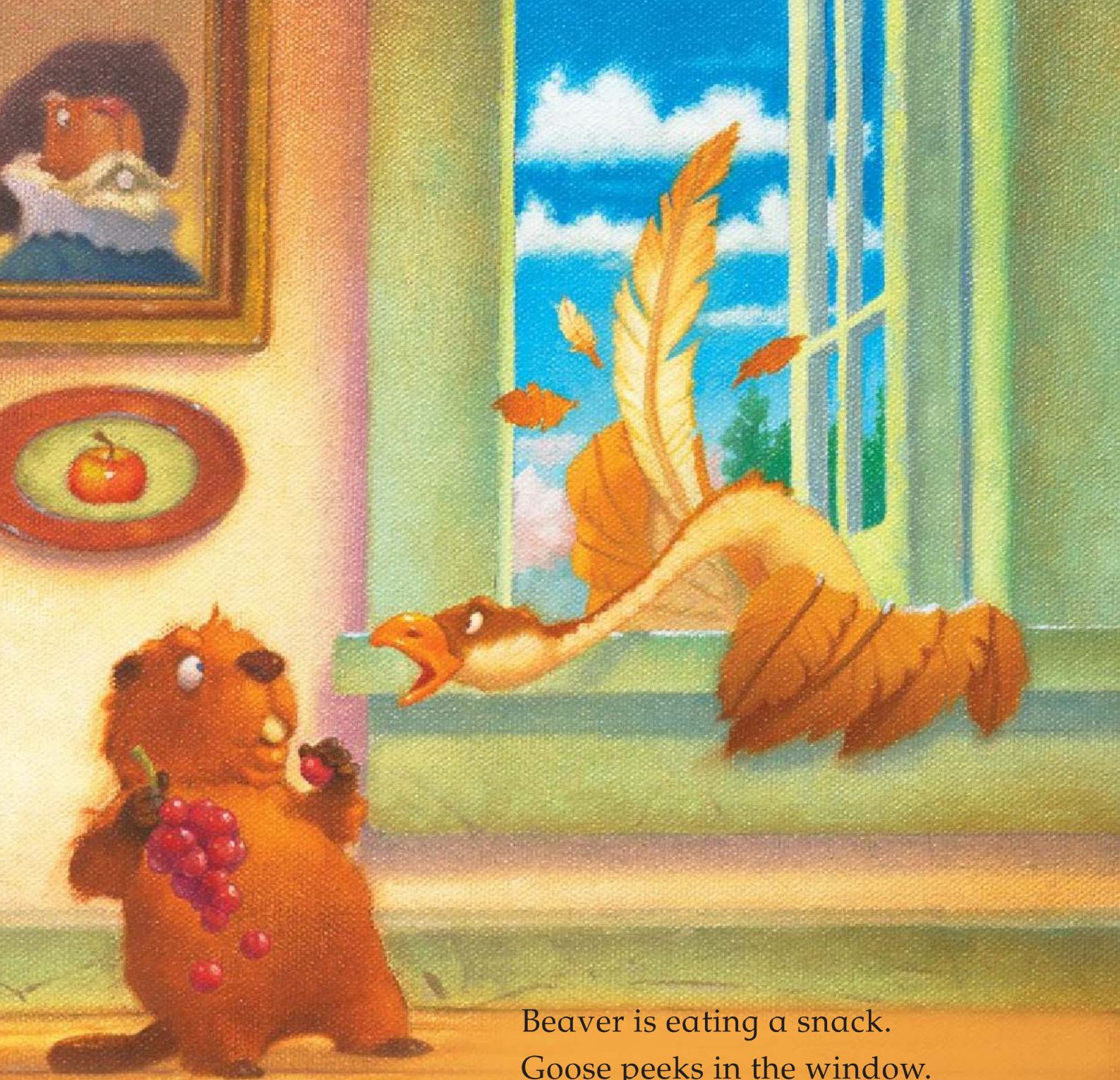
Little Rabbit hops off to find Goose.



Goose fishes in the river.
The tip of his rod begins to twitch.
“No time to fish,” yells Little Rabbit.
“The sky is falling!”

"**Hurry**, Little Rabbit! We need to go tell Beaver!"
Goose and Little Rabbit paddle up the river.





Beaver is eating a snack.
Goose peeks in the window.
"No time to eat," says Goose.
"Hurry! The sky is falling!"



“Oh my!” says Beaver. “We need to go tell Turtle.”

Beaver, Goose, and Little Rabbit dash across the field.



Turtle sleeps under a log.
TAP, TAP! Beaver taps on Turtle's shell.
Turtle peeks out.
"No time to sleep," says Beaver.
"Hurry! The sky is falling!"

“Oh, no!” yells Turtle. “What **should** we do?”
“Let’s run back to my house,” says Little Rabbit.
“I forgot to tell my **mother!**”

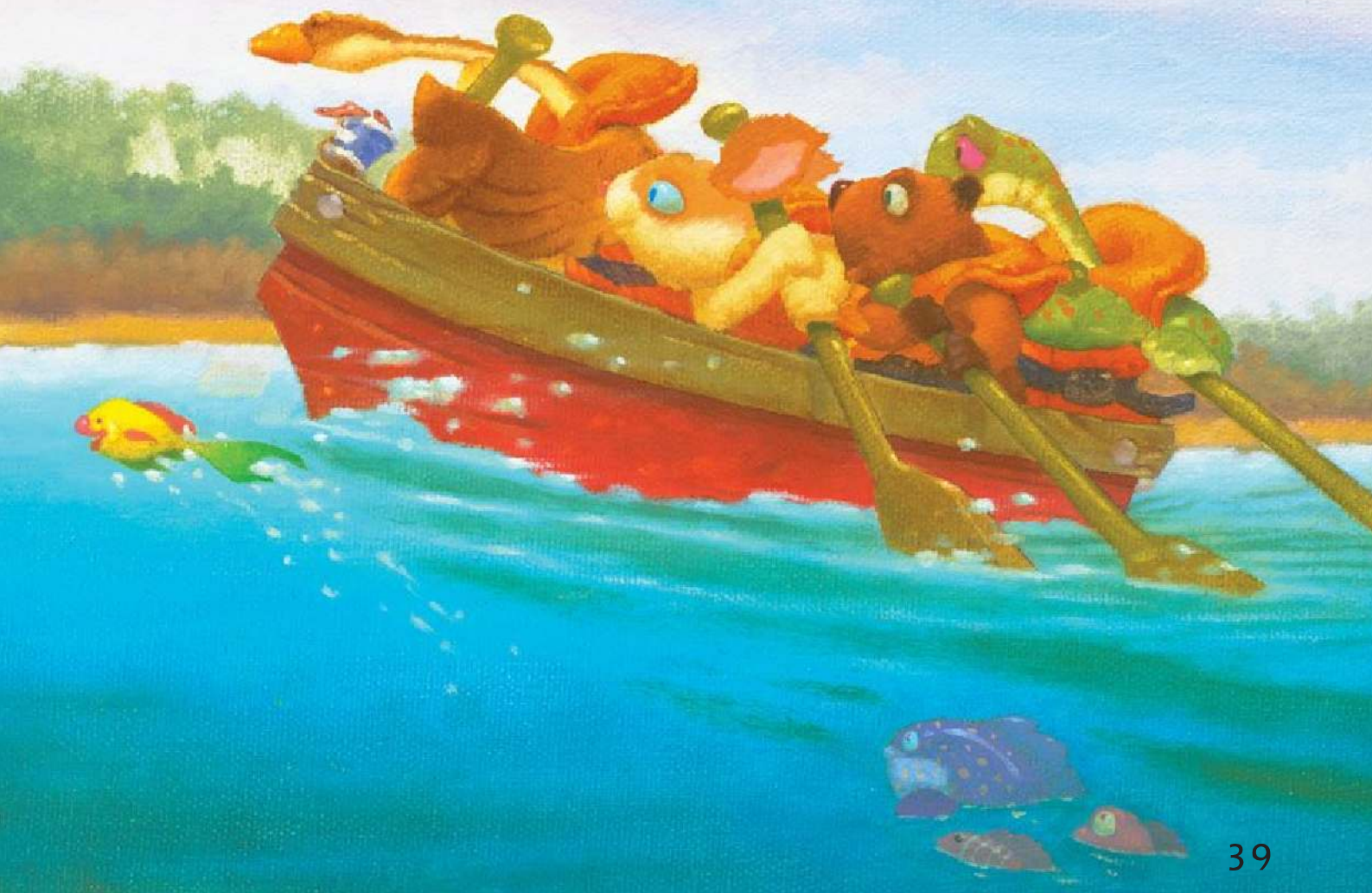




Turtle, Beaver, Goose, and Little Rabbit run fast.
They hop across the log,
dash across the field, . . .



and jump into Goose's boat.
Then they all paddle down the river.





Little Rabbit hops in the door.
“Mother, the sky is falling!”
“Who told you such a thing?”
asks Mother Rabbit.

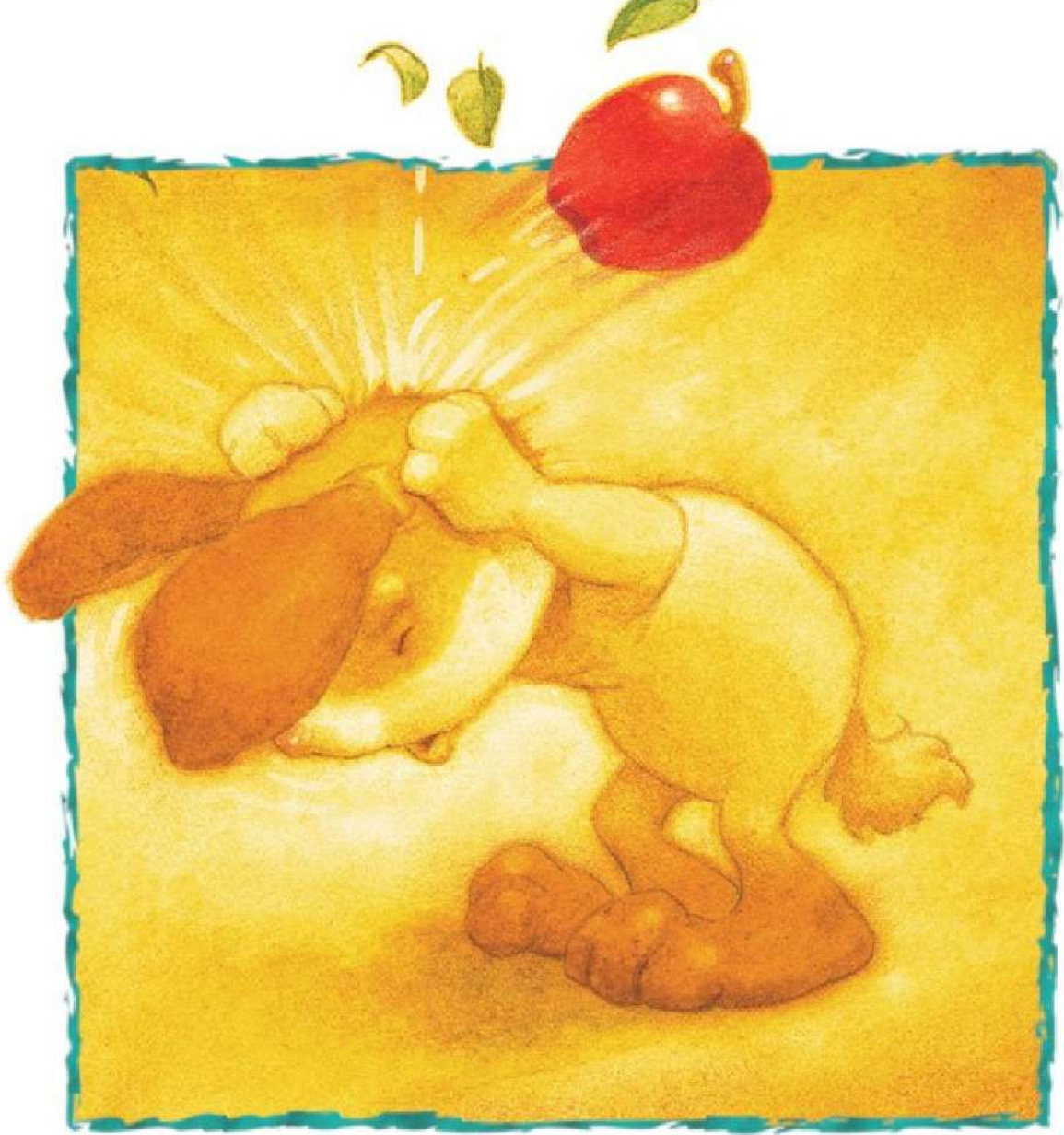


"Beaver told me!" says Turtle.

"Goose told me!" says Beaver.

"Little Rabbit told me!" says Goose.

"Well let's just go out and look at the sky," says Mother Rabbit.



All of a sudden, the wind begins to blow.
The branches shift in the wind.

Thump!

Something hits Little Rabbit.



"Oh, no! The sky is falling!" yells Little Rabbit.
"The sky is not falling," chuckles Mother Rabbit.
"An apple just fell from the apple tree!"

“I didn’t get to catch a fish,” says Goose.
“I didn’t get to eat my snack,” says Beaver.
“I didn’t get to sleep,” says Turtle.

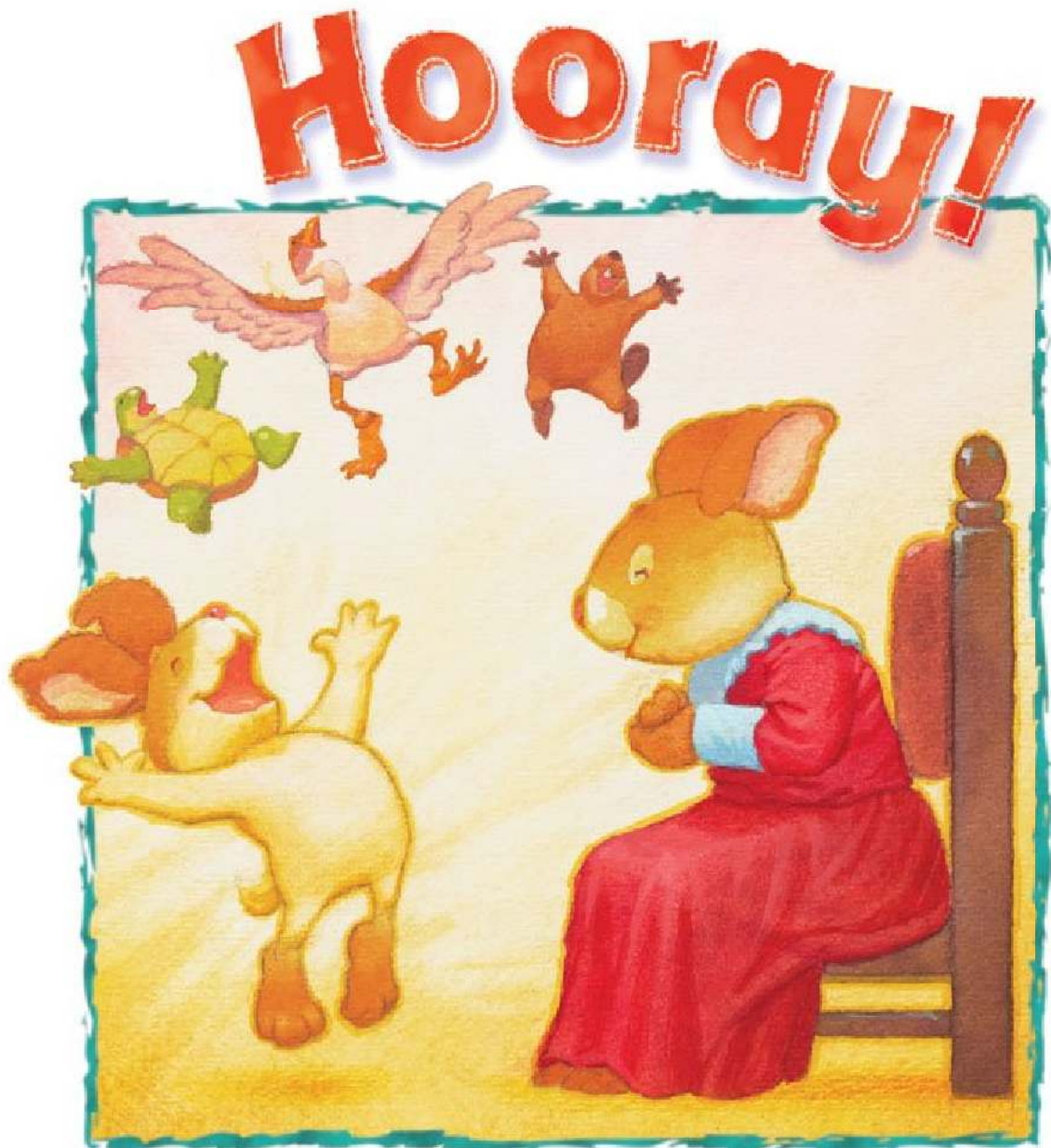


"Oh, dear!" says Little Rabbit.

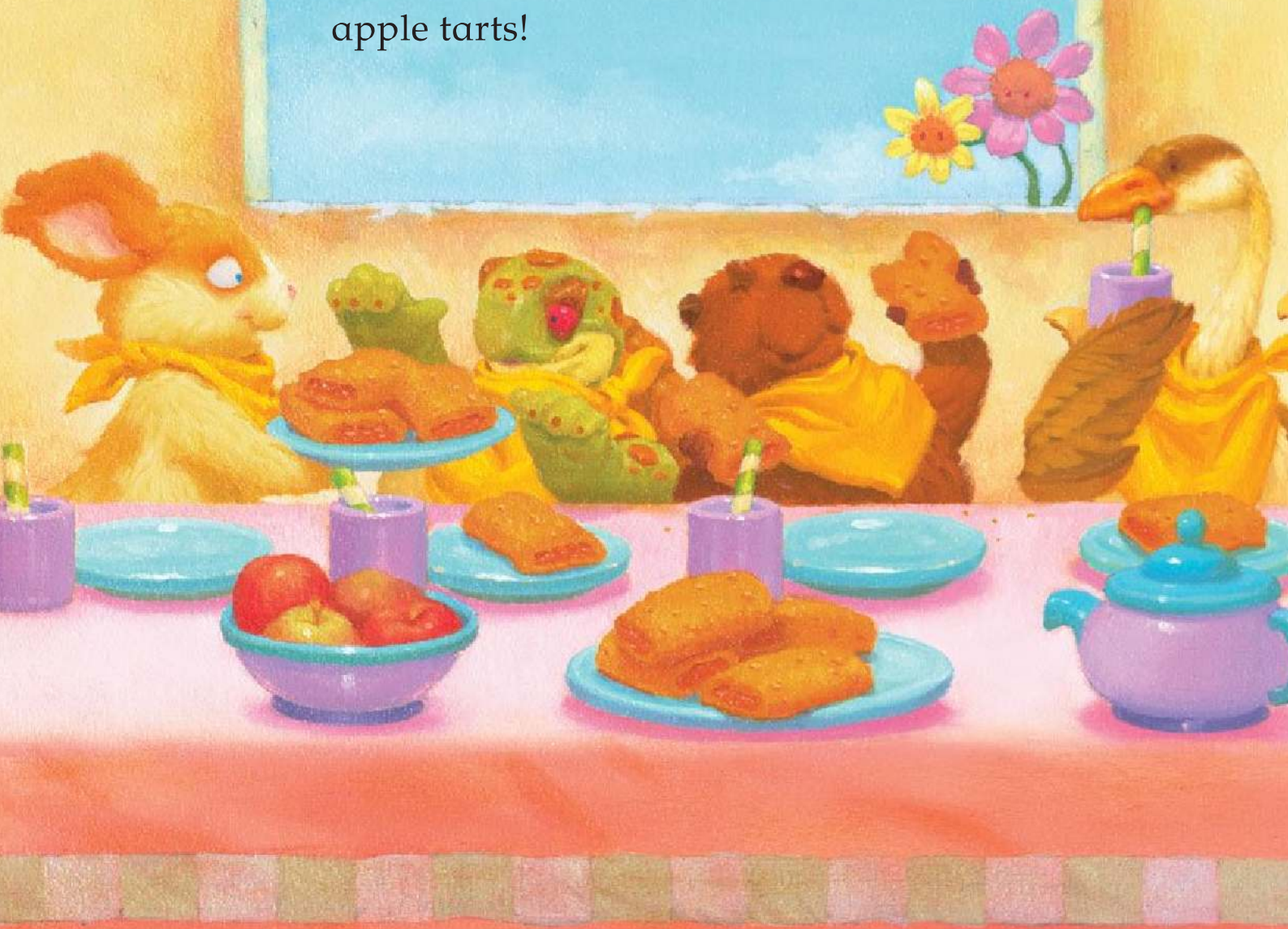
"Can my friends eat dinner with us?" asks Little Rabbit.

"Yes," says Mother Rabbit.

"Hooray!" holler Goose, Beaver, Turtle, and Little Rabbit.



Little Rabbit has a lovely dinner with his friends. After dinner, they all have apple tarts!



Think Critically

1 What caused Little Rabbit to think the sky is falling? 🐰 CAUSE AND EFFECT

2 Who does Little Rabbit tell that the sky is falling? NOTE DETAILS

3 Why does Little Rabbit want to tell all his friends? DRAW CONCLUSIONS

4 Why do you think Little Rabbit invited his friends to dinner?

MAKE INFERENCES

5 **WRITE** What if the sky was really falling? Write what might happen.



WRITING RESPONSE

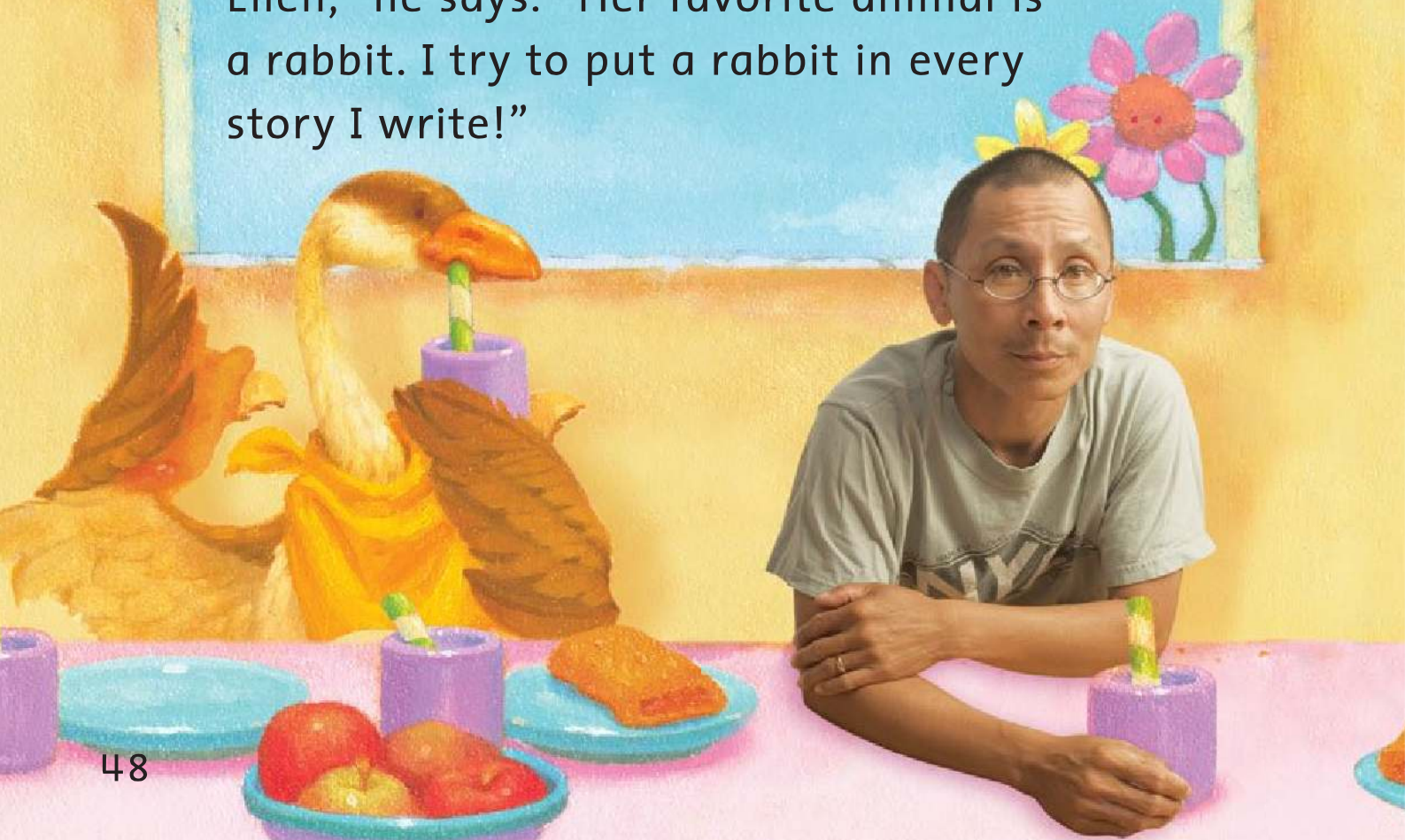


Meet the Author

Wong Herbert Yee

When Wong Herbert Yee was a boy, he loved to draw. Later, he started writing stories to go with his drawings.

“Little Rabbit’s Tale” is his first folktale. “Little Rabbit reminds me of my daughter Ellen,” he says. “Her favorite animal is a rabbit. I try to put a rabbit in every story I write!”

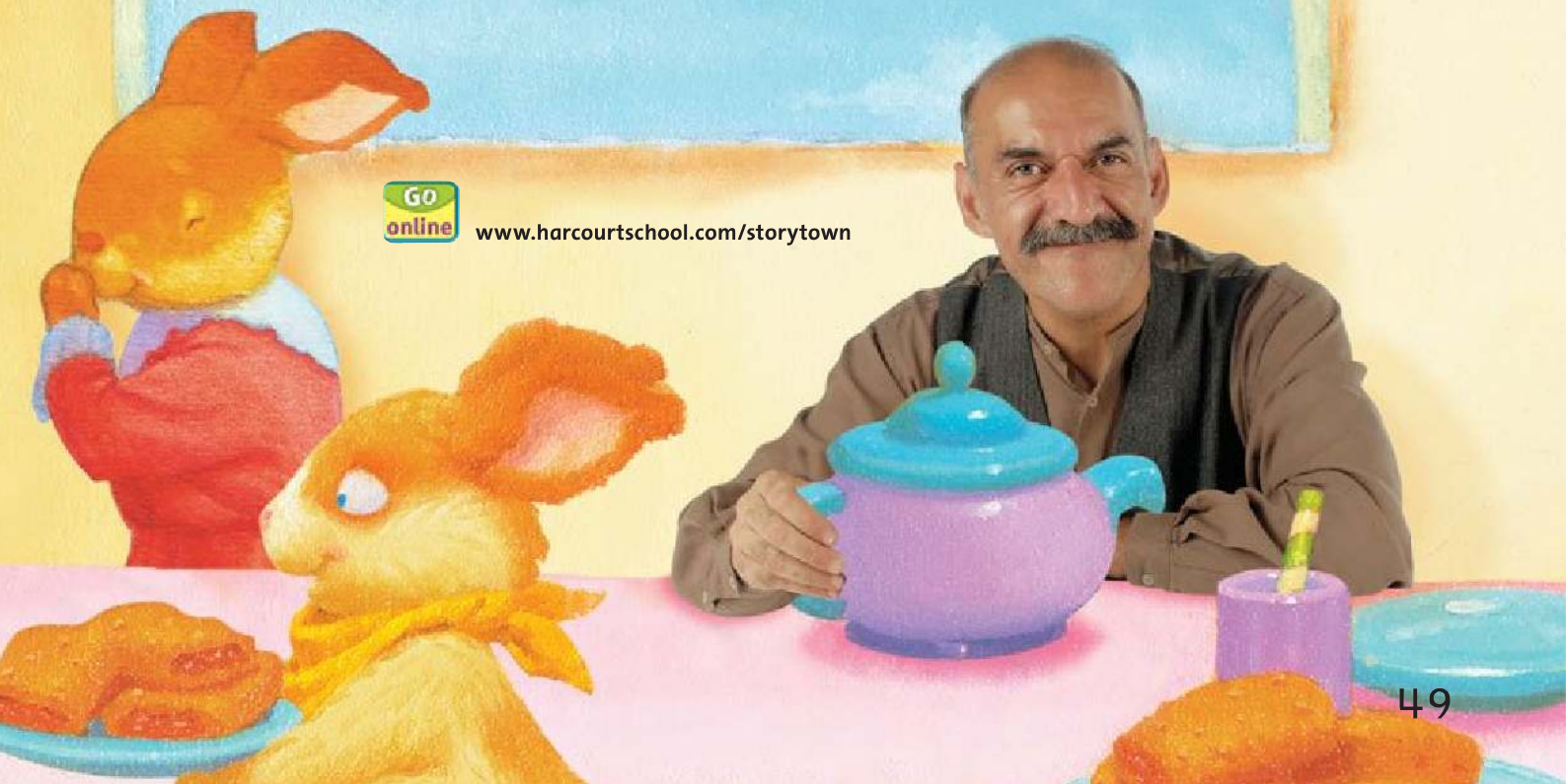


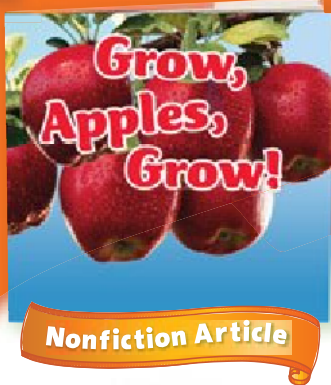
Meet the Illustrator **Richard Bernal**

Richard Bernal started drawing when he was in the first grade. By the time he was in third grade, he was sure that he wanted to be an artist some day. Richard Bernal says, “I like to have fun when I make pictures. If you go back and look at the artwork, see if you can find the letters R.B. marked on a tree!”



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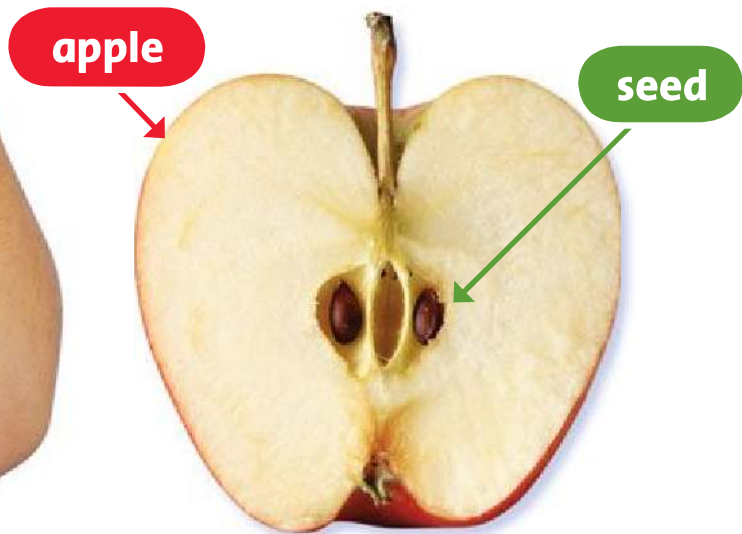
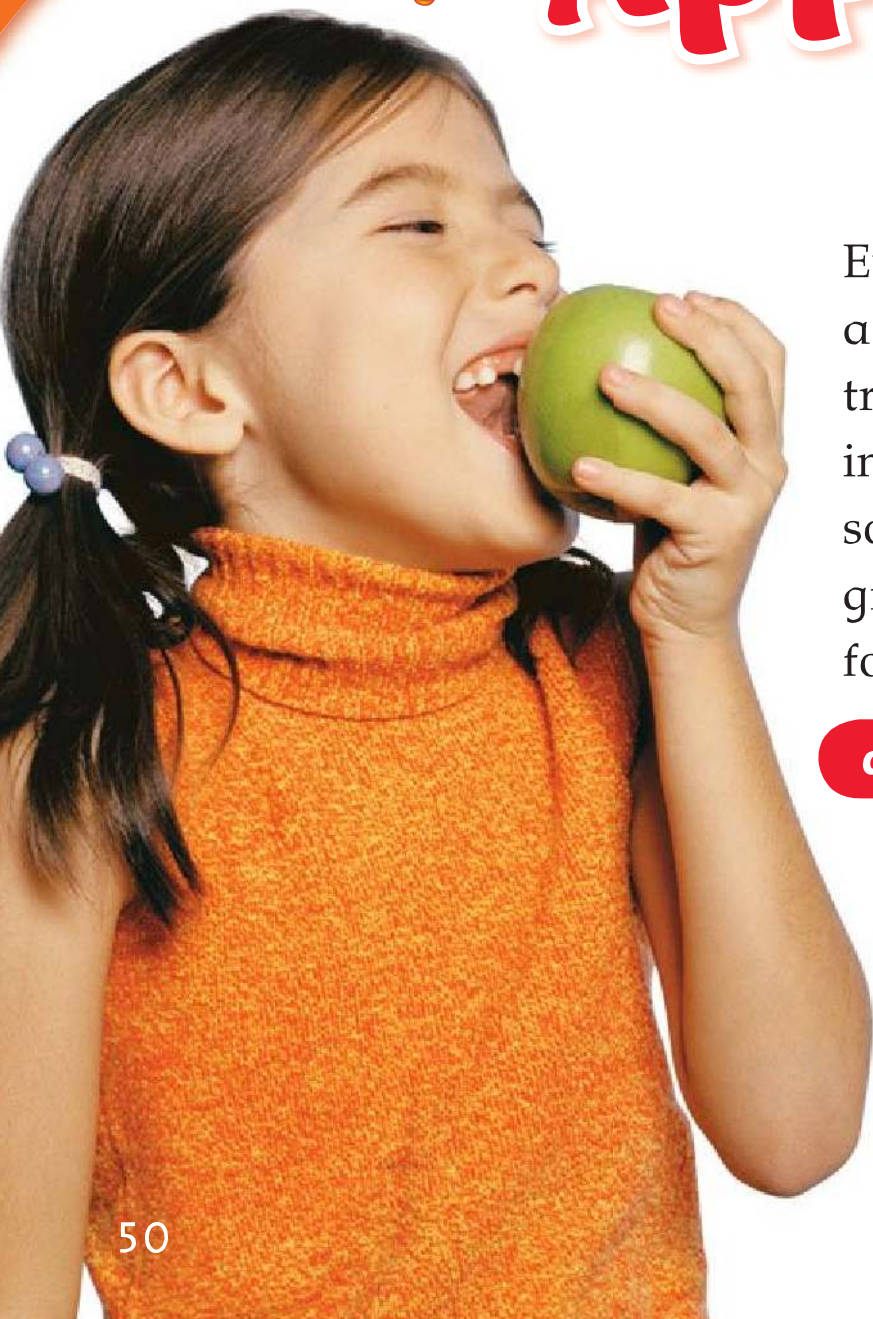




Teacher Read-Aloud

Grow, Apples, Grow!

Every apple tree starts with a tiny apple seed. An apple tree grows roots, which take in water and food from the soil. The apple tree also grows leaves, which make food from sunlight.





In the spring, apple trees blossom, or grow flowers.



The flowers drop off, and apples grow in their place.



In the fall, the apples are ready to be picked.



People make many kinds of foods from apples.

Apples may be sweet, or tart, or soft, or crisp, or crunchy.

But one thing apples always are is

munchy, munchy, munchy!



Connections

Comparing Texts

- 1 How are the story and the article the same?
- 2 What things can really fall from the sky?
- 3 Would you act like Little Rabbit if something hit your head? Why or why not?



Writing

Little Rabbit was very silly to think the sky was falling. Write about something silly you have done.

One day I wore two different shoes to school. I was in a hurry. Everyone laughed at my shoes. It was funny.

Phonics

Make and read new words.

Start with me.

Add **a** **n** to the end.

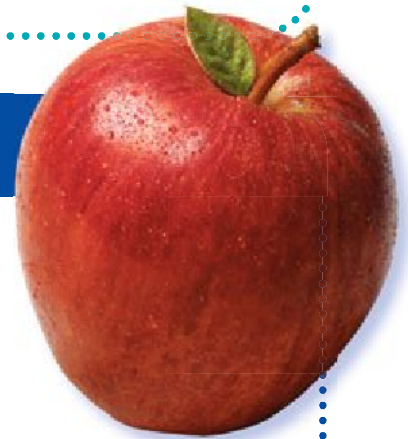
Change **m** to **b**.

Take away **a** **n**.

Add **e** **p** to the end.

Fluency Practice

Read the story aloud with a partner. Try to read the words smoothly. You will see the sentence The sky is falling! a lot. When you read this sentence, point up to the sky.



Reading-Writing Connection

Describing a Thing

In “Little Rabbit’s Tale,” an apple falls and hits Little Rabbit. After I read the story, I wrote a description of an apple. Here is what I wrote.

Student Writing Model

My Favorite Apples
by Charles

My favorite apples are the green ones. Their skin is smooth and shiny. They are crispy and crunchy. They taste sweet and sour at the same time. That is why I like them.

Writing Trait

VOICE I tell how I feel about my topic.

Writing Trait

WORD CHOICE I use words that tell how the apple looks, feels, sounds, and tastes.



This is what I do when I write.

► **I write my ideas.**

apple

rabbit

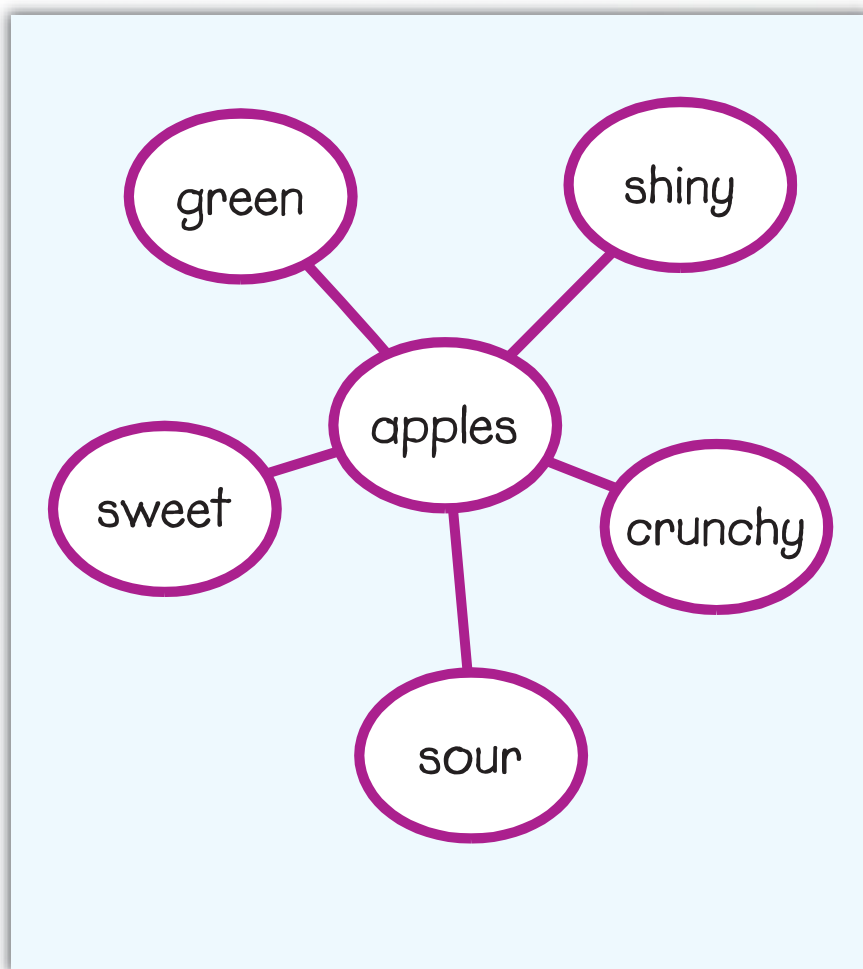
turtle

sky

► **I choose the idea that I like best.**



► **I plan my writing.**



► **I write my ideas.**

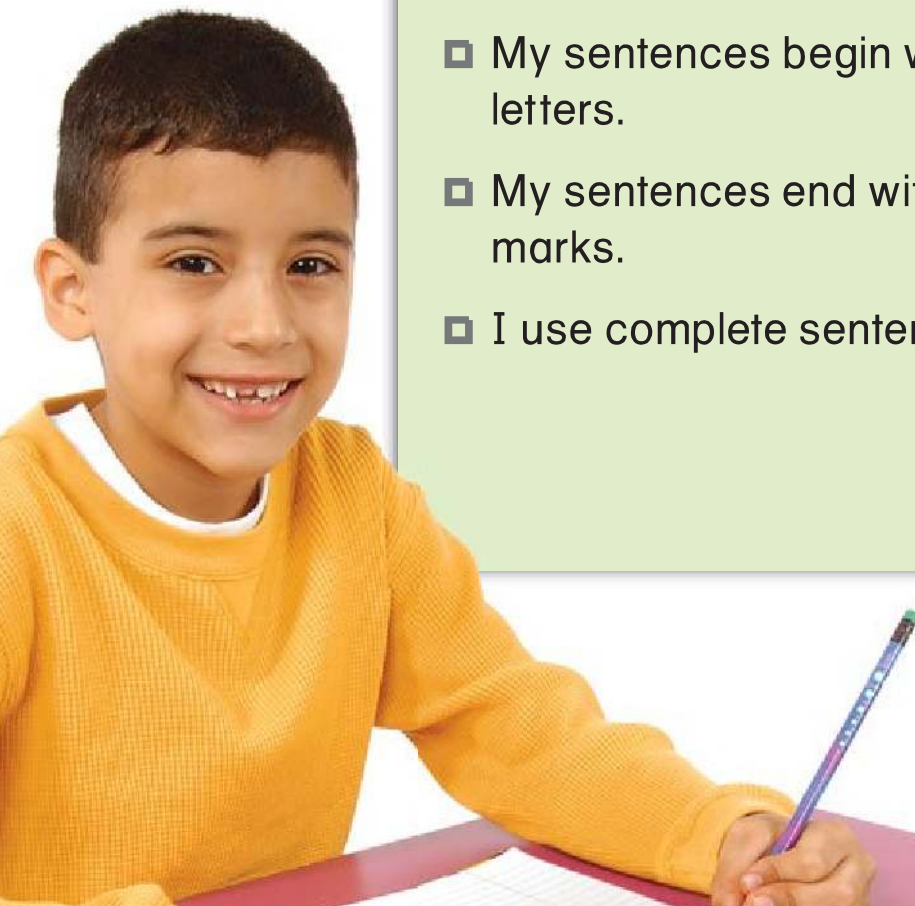
► **I read my writing and
make changes.**



Here are some things to remember when you write a description.

Checklist for a Description

- ▣ I write about just one topic.
- ▣ I describe my topic so readers can picture it in their mind.
- ▣ My sentences begin with capital letters.
- ▣ My sentences end with the right end marks.
- ▣ I use complete sentences.



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by Sandra Widener

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by Emily Neye

- Learn the features of nonfiction.



- Learn to use a graphic organizer to help me understand a selection.

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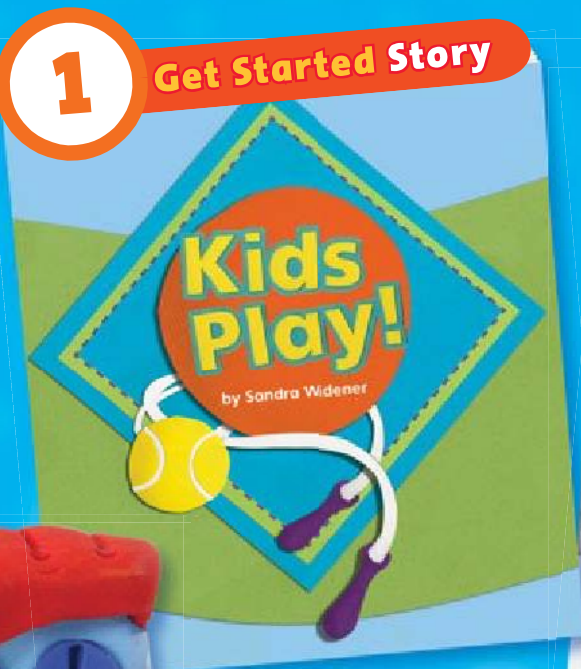
- Compare texts.
- Write a description of a house.
- Practice building words.
- Reread for fluency.



Lesson 20

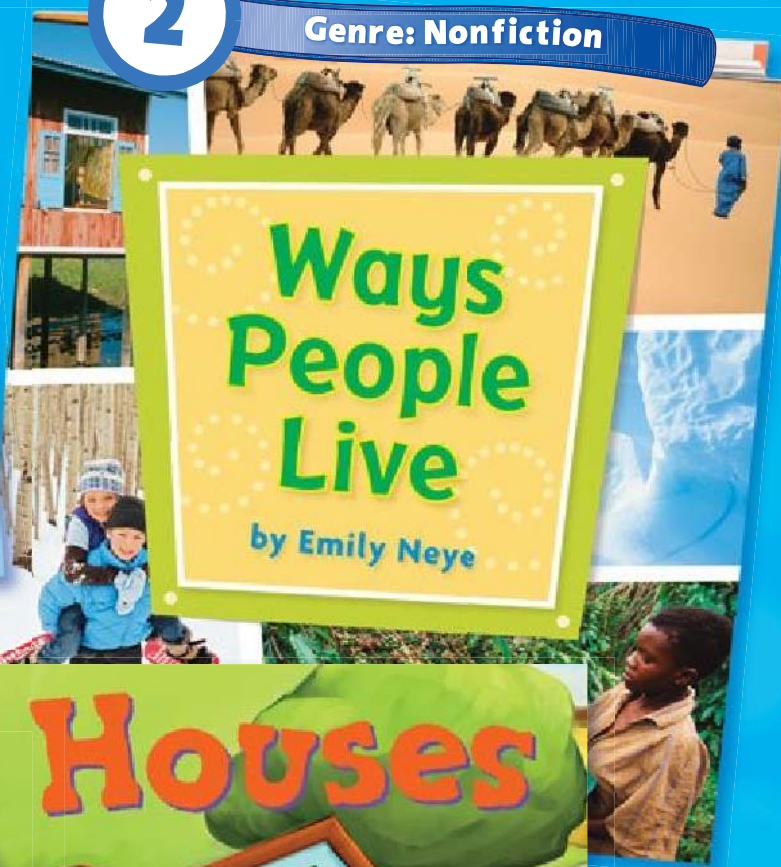
1

Get Started Story



2

Genre: Nonfiction

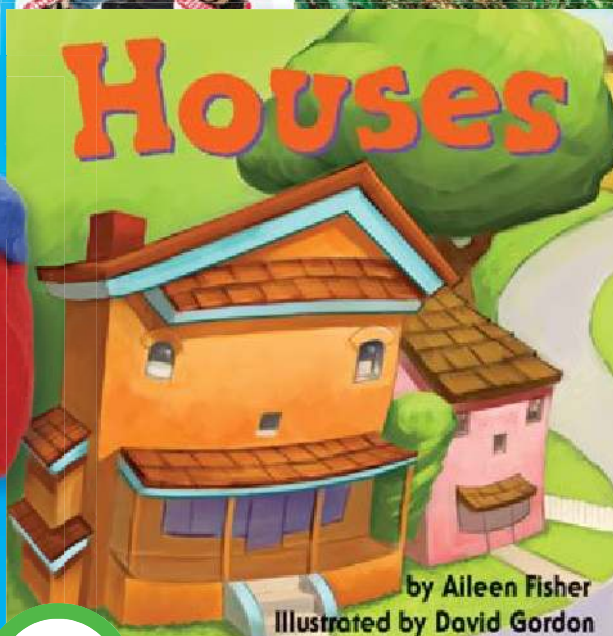


Houses

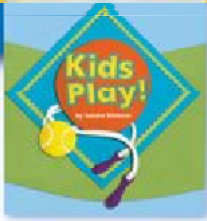
by Aileen Fisher
Illustrated by David Gordon

3

Genre: Poetry



Get Started Story



Phonics

Words with ai
and ay

Words to Know

Review

over

sky

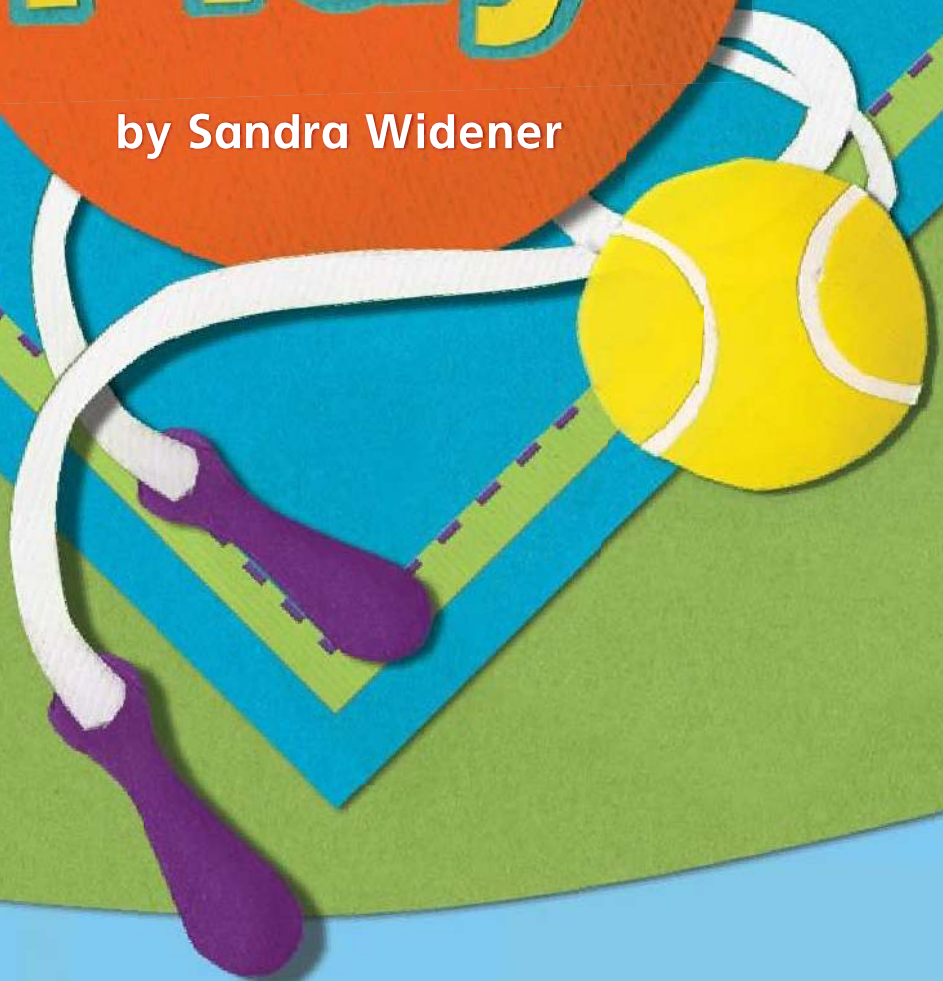
hurry

other

would

Kids Play!

by Sandra Widener





Kids from all **over** play. From Spain to New York, kids spend days playing.



Stay in a park and see kids on swings.
Kids pump their legs back and forth
and swing way up into the sky.

Whee!

Kids can run and leap and do flips all day! Kids play leapfrog and have fun in their backyards.

One, two, three, **leap!**





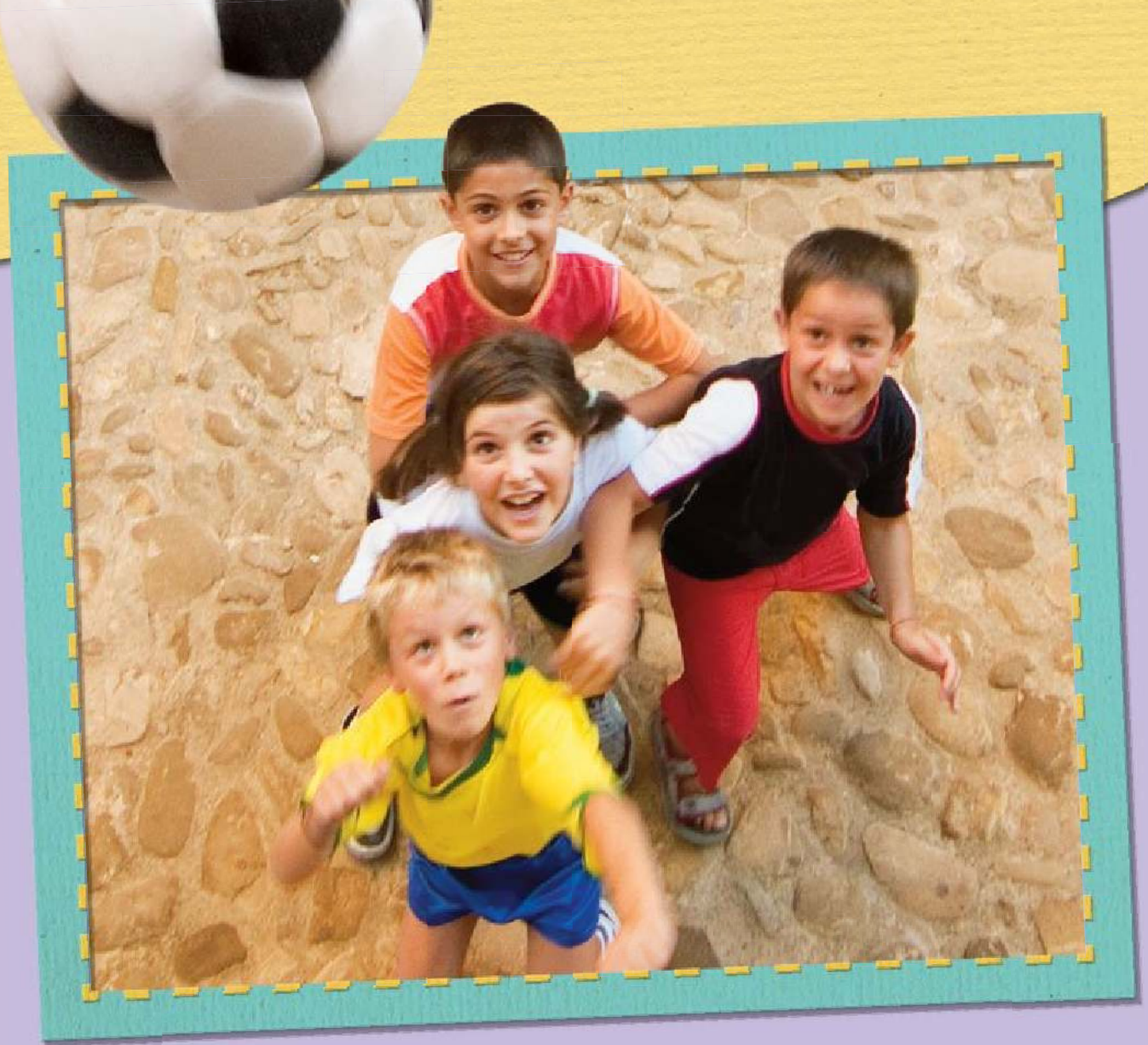
Kids like to play hopscotch. In this park,
kids play hopscotch like this. They hop one
hop at a time.

Hop! Hop!

Kids think of lots of ways to play. See
all of them jump and play! They think
jumping is fun!

Swish! Swish!





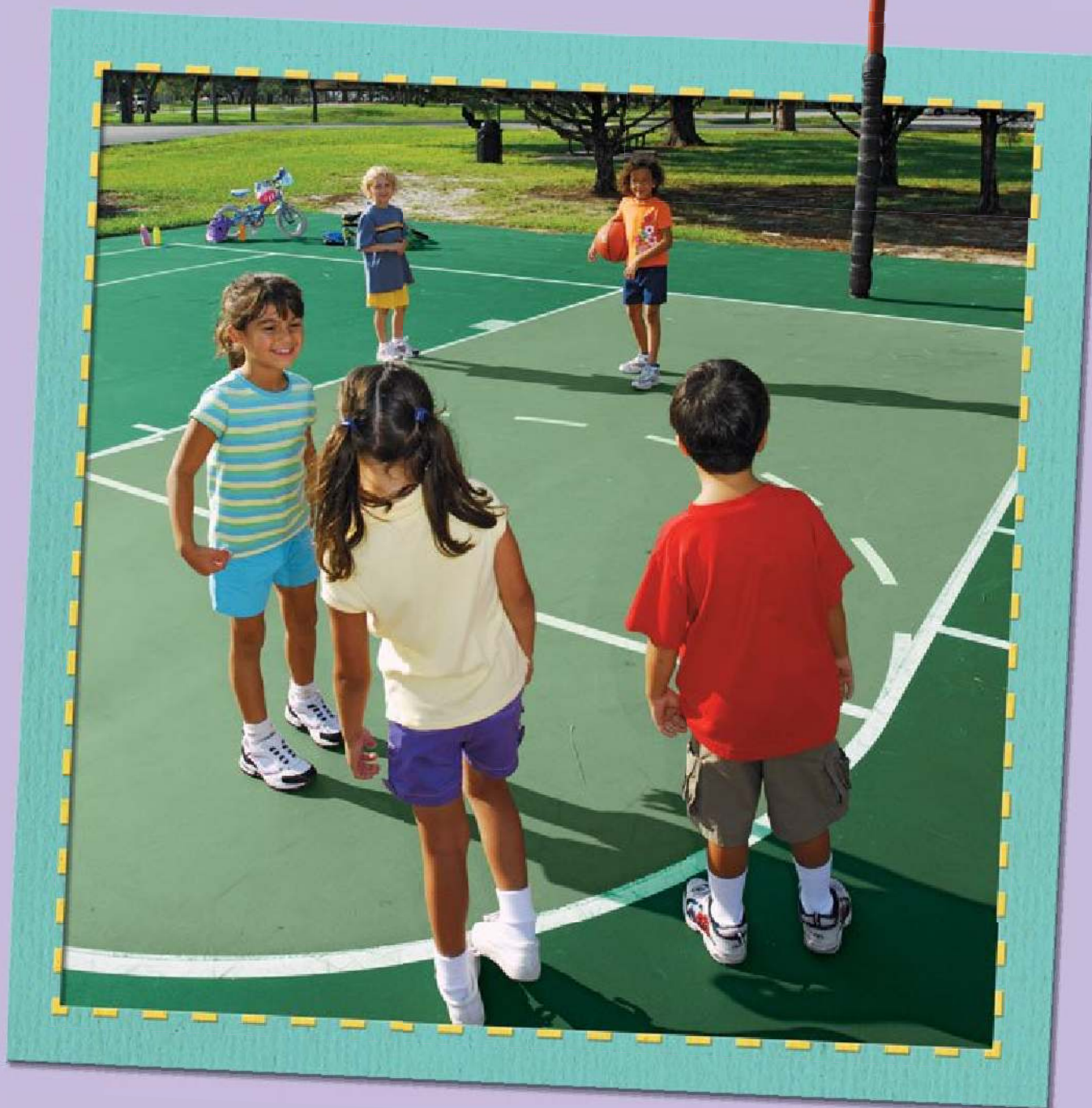
Kids play with balls. Show up with a ball,
and kids will **hurry** to play. Just wait! Kids
will kick that ball back into the sky.

See that ball **sail!**

Kids ask, “May I play?”

Other kids say, “Yes! Let’s play!”

Would you like to play, too?



Focus Skill



Cause and Effect

Learning about **cause and effect** will help you answer these two questions as you read:
What happened? Why did it happen?



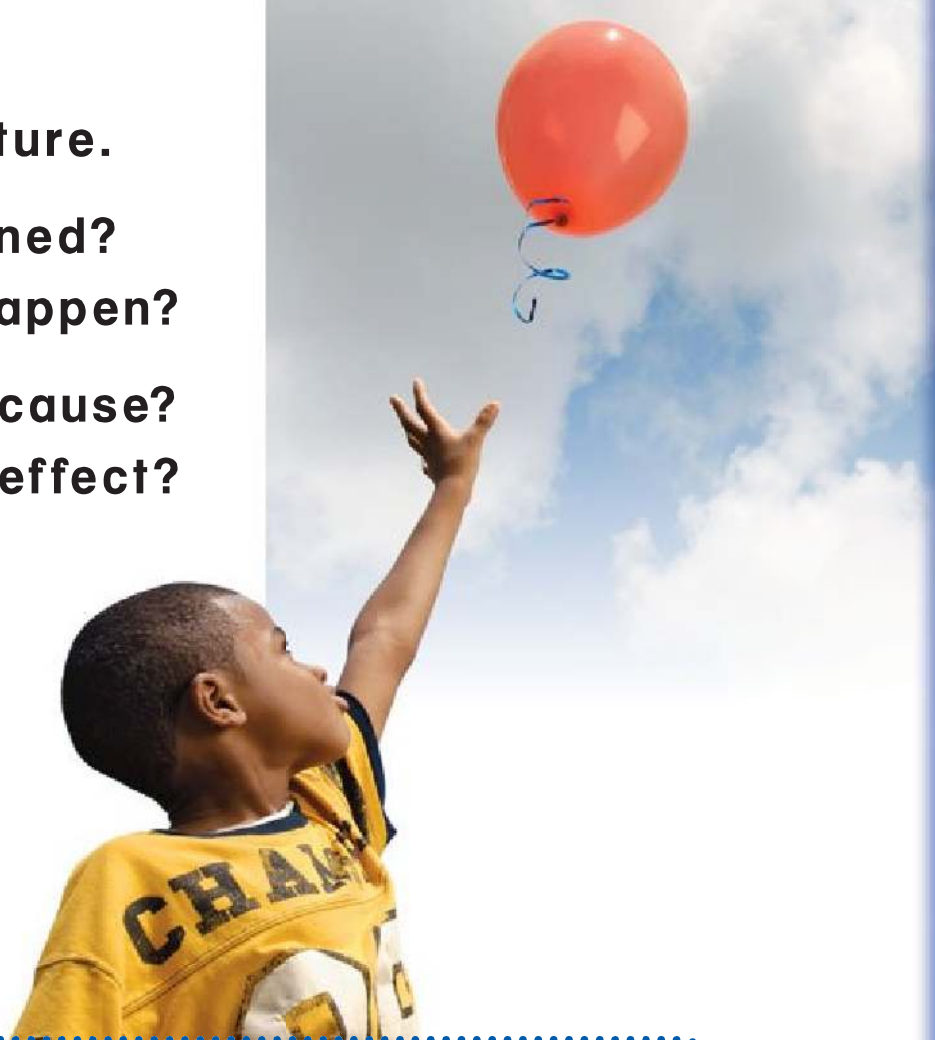
What happened? The ice cream is melting.

Why did it happen? Because it's hot out.

The **cause** is the heat. The **effect** is that the ice cream is melting.

Look at the picture.

- What happened?
- Why did it happen?
- What is the cause?
- What is the effect?



Try This!

Look at the car.

- What happened?
- Why did it happen?
- What is the cause?
- What is the effect?



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Words to Know

High-Frequency Words

cool

warm

dry

place

holes

four

move

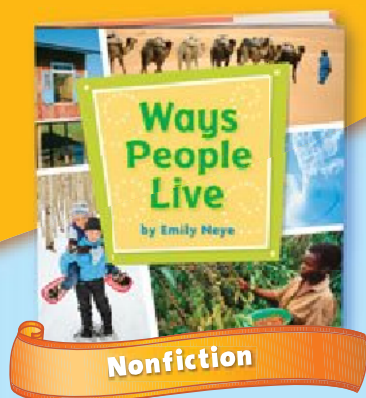


People and animals need homes. Sometimes it is **cool** and wet outside. People and animals need a **warm** and **dry place** to live. Some animals live in **holes** in trees. **Four** animals can sometimes fit in one hole. Little animals **move** to their own home when they grow up. Some people live in houses like these. Home is a nice place to be!



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Genre Study

Nonfiction selections tell facts about real things in the world. They often have photos of real people and places.

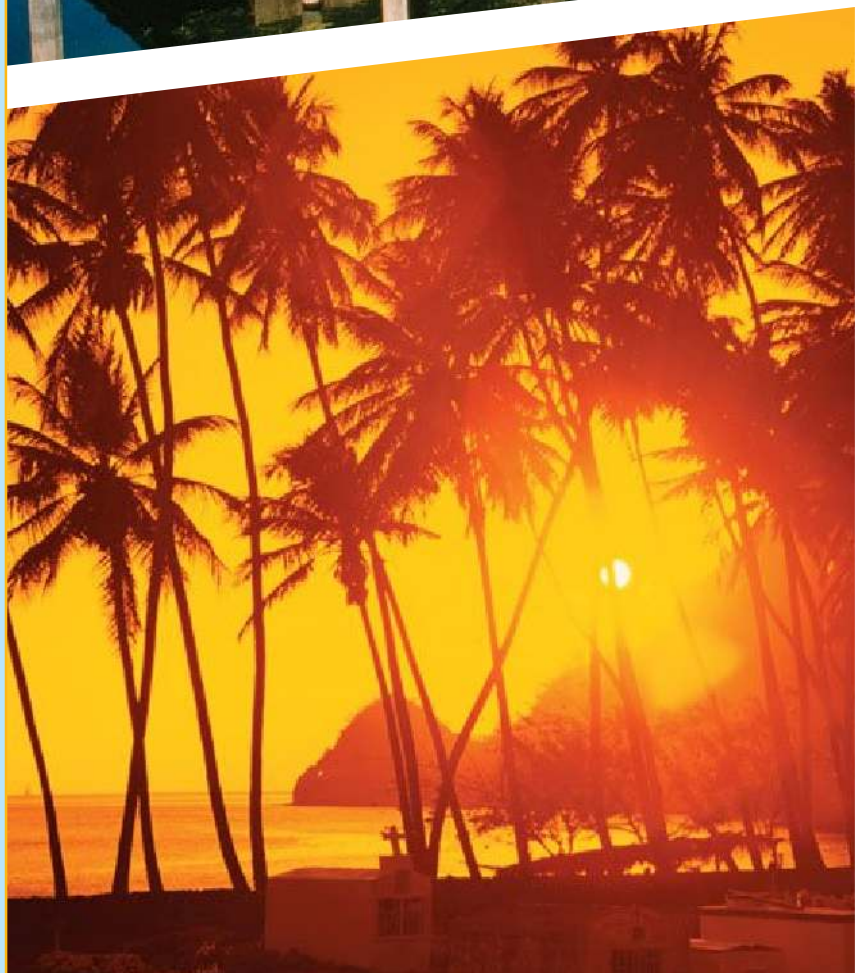
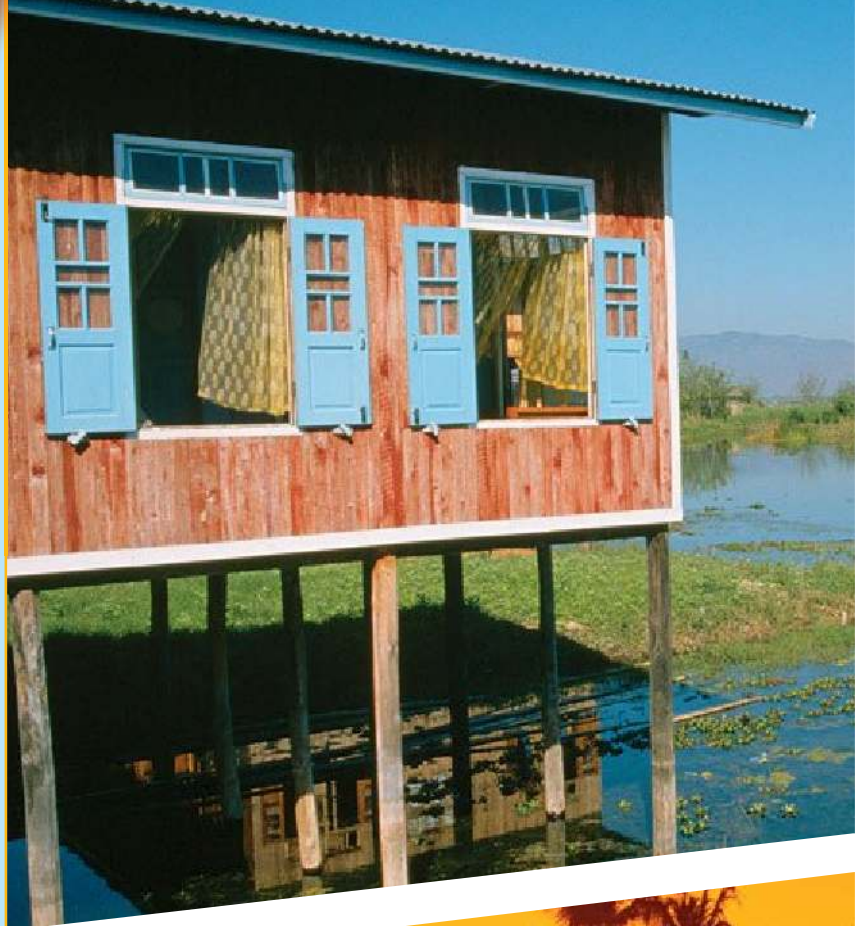
Clothes	← Climate →	Homes

Comprehension Strategy



Use Graphic Organizers

Writing information on a graphic organizer helps you understand what you read.



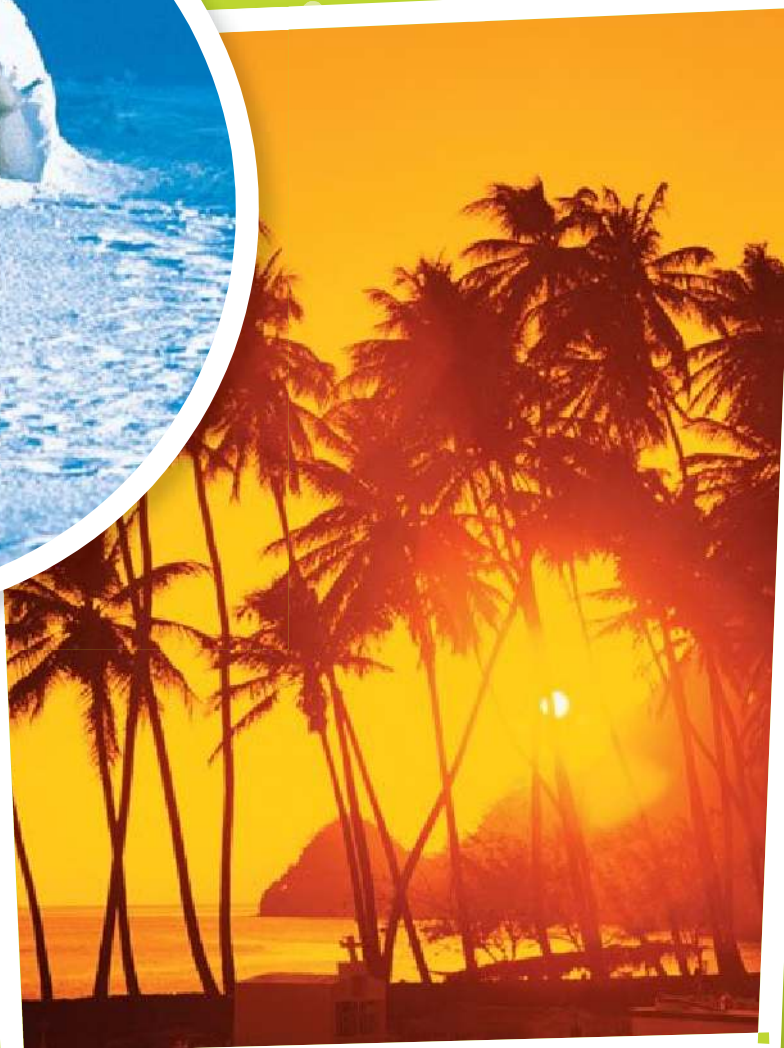
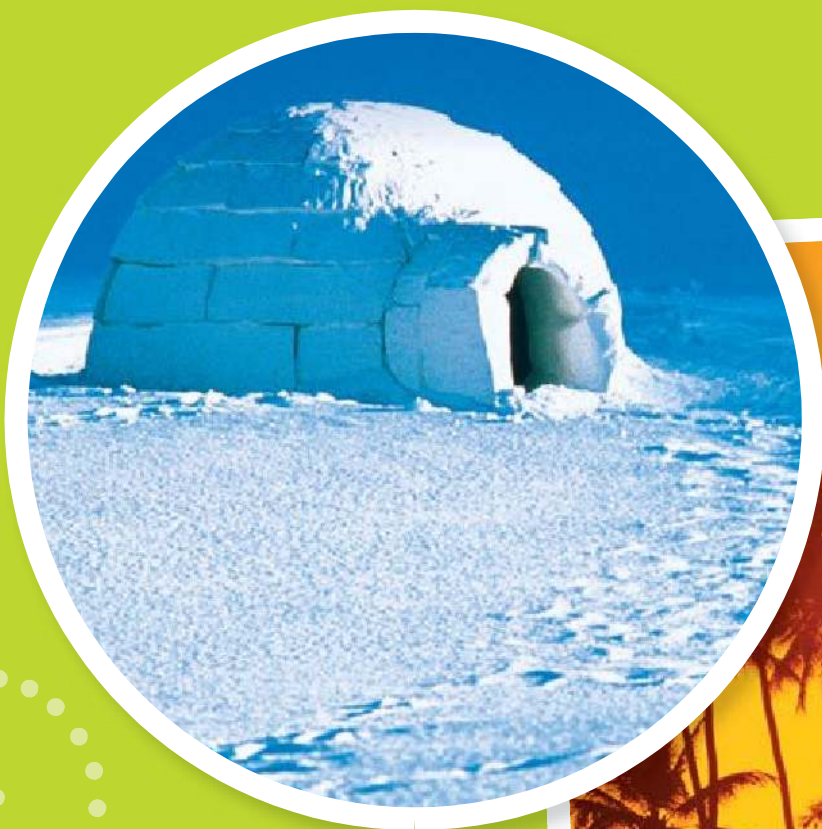


Ways People Live

by Emily Neye



People live in many different lands.
They live where it is cold
and where it is hot . . .





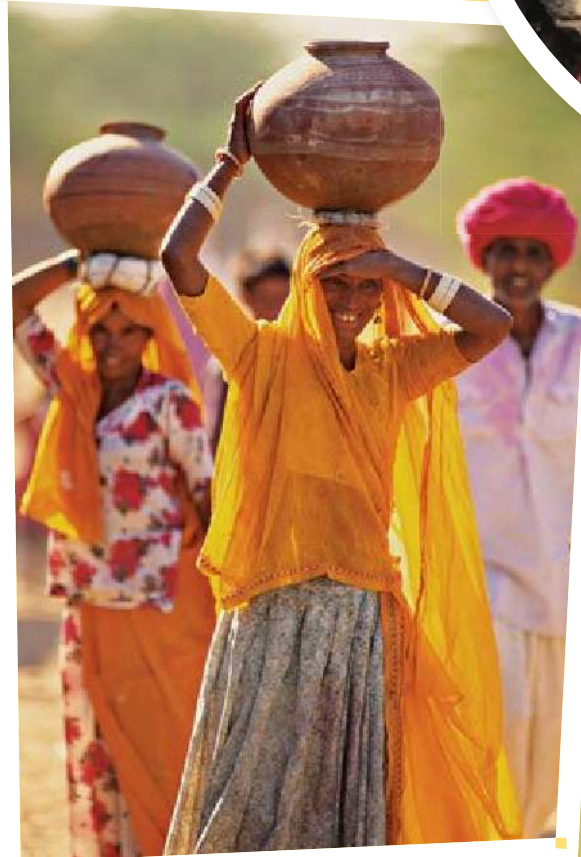
where it is wet
and where it is dry.



Dry Places

In the desert, the air is very dry. Rain will not fall for many weeks. The air is hot in the daytime but cold at night.

**People dress like this.
Their clothes keep the
sun and sand off their skin.**



Look at the homes. The bricks are made of sand and mud.





Clip-Clop, Clip-Clop!

Sometimes camels bring people across the desert. They carry food and tents on their backs.

Wet Places

In the rain forest, the air is hot. The rain forest is not dry like the desert. Sometimes it rains for weeks!

People dress like this.
Their clothes help them
stay cool.

People pick nuts from the
trees. They catch fish to
eat, too.

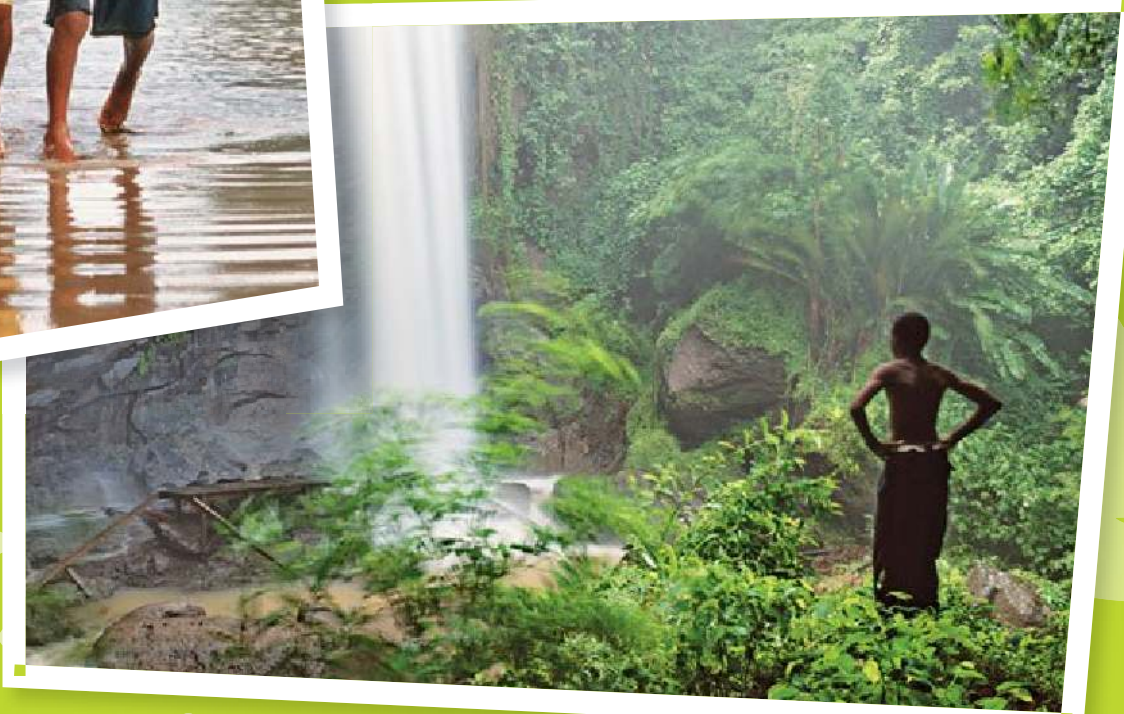




When a lot of rain falls, there's water everywhere! That's why many houses are up on stilts.

Splish, Splash!

Children like to play by the water. Some children like to play by the waterfall. It's fun to play on the rocks, too!



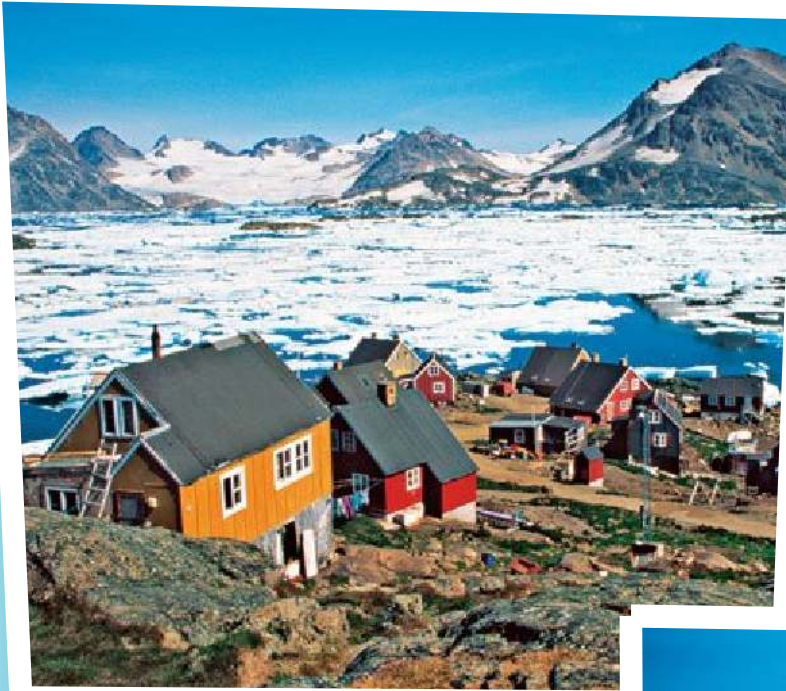
Cold Places



In the Arctic, the air is very cold! This is a land of ice and snow. It is cold much of the time.

People dress in **warm** clothes.





People live in houses that keep out the cold wind.



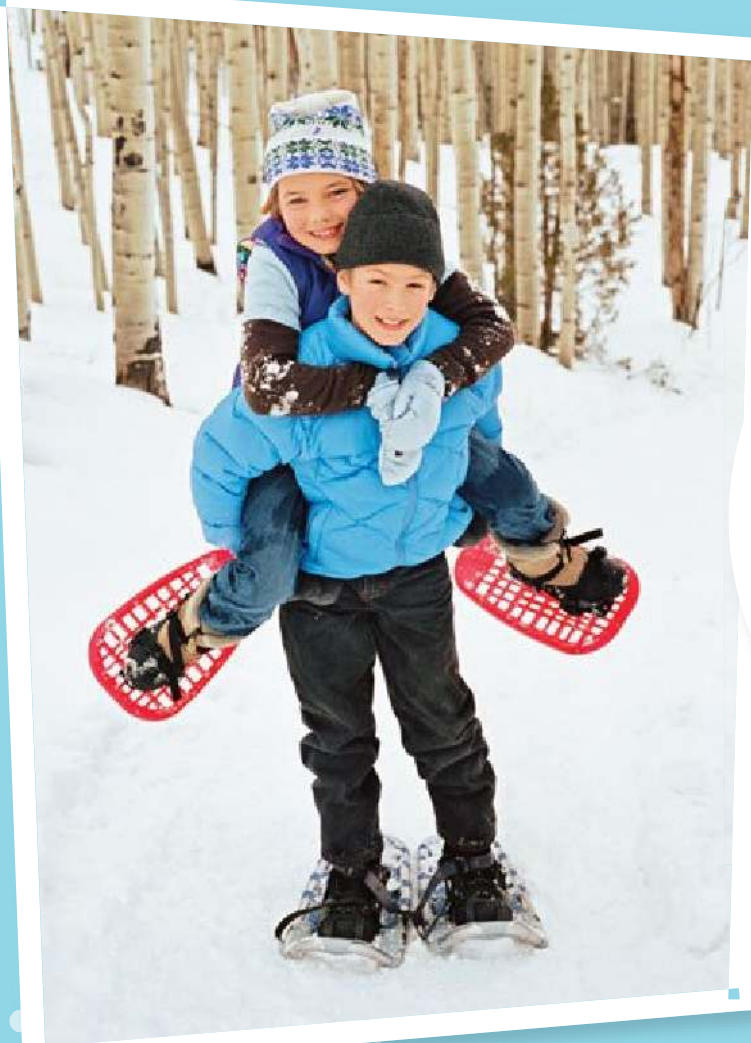
Sometimes they go on long trips. They make shelters to stay in at night.



Thick ice is on top of the water. People cut **holes** in the ice to catch the fish down below. Some people sell the fish at the market.



It is hard to **move** on deep snow.
Some people use snowshoes.



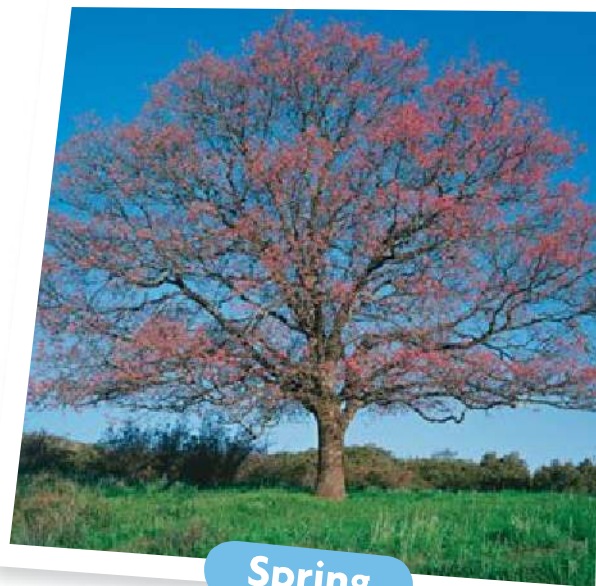
This man has a faster way! Does this look like fun to you?

Crunch, Crunch!

Places with Four Seasons

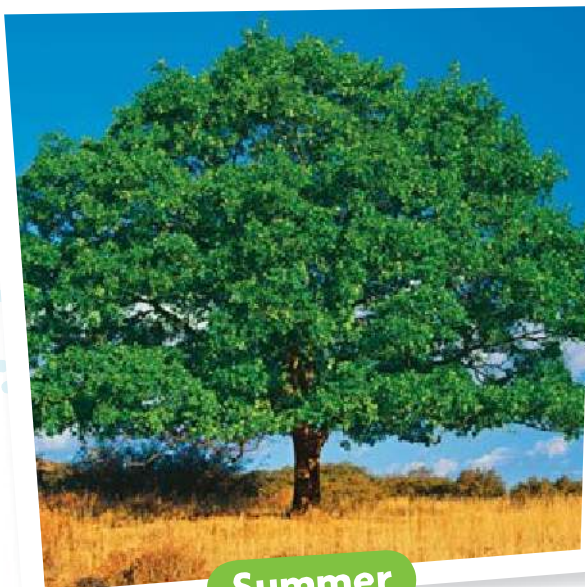


Winter

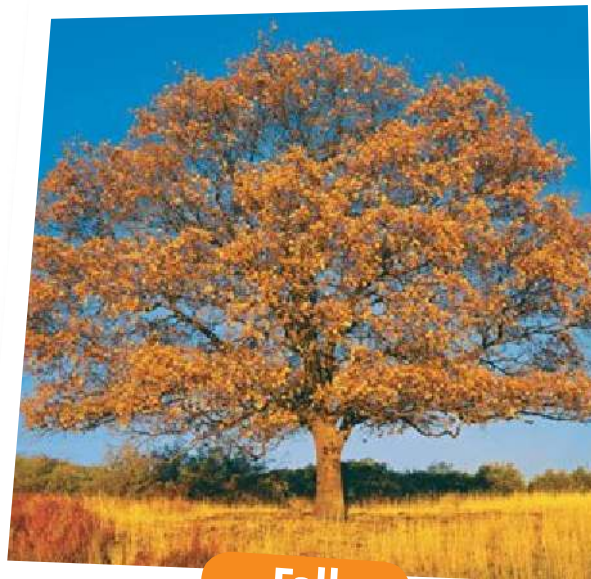


Spring

Here there are **four** seasons —
winter, spring, summer, and fall.



Summer



Fall



In the winter, the air is cold.
People dress in hats and coats.
Snow falls, but it will melt soon.



In spring and summer, the air gets warmer. People dress in shirts and shorts. Many like to sail and swim.

Houses like this keep out the heat in the summer. They keep out the cold in the winter, too. Houses like this are needed in places with four seasons.





Crickle, Crackle!

Now the season is fall. Children have fun playing in the leaves.

People like to have fun no matter where they live. What do you do for fun in the **place** where you live?

Think Critically

- 1 Why do people dress in different ways in different places?  CAUSE AND EFFECT
- 2 Why are there so many different kinds of houses? MAKE INFERENCES
- 3 What might people do for fun in the Arctic? DRAW CONCLUSIONS
- 4 How do camels help some people in the desert? NOTE DETAILS
- 5 **WRITE** What is your favorite kind of weather? Write about why you like it.  WRITING RESPONSE

About the Author

Emily Neye

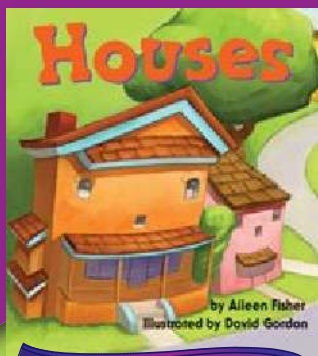
Emily Neye has written many books for children. She likes writing nonfiction best. “I like to write about real things,” she says. “There is so much to learn about the world.”

“I liked writing this story. It was fun to think about what it would be like to live in faraway places. I visited the rain forest once and saw huge plants. They were amazing!”



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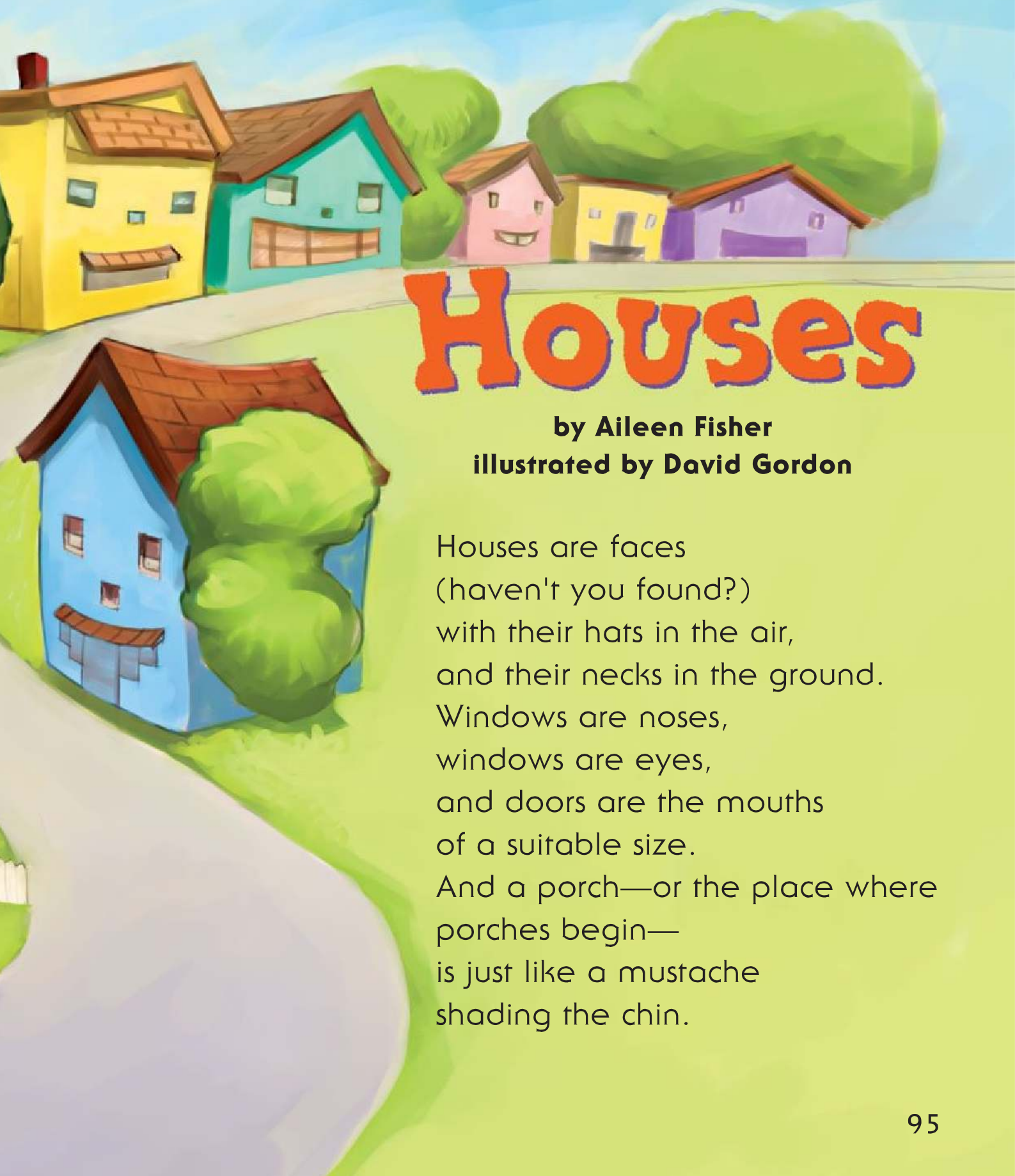




Teacher Read-Aloud

Poetry





Houses

by Aileen Fisher

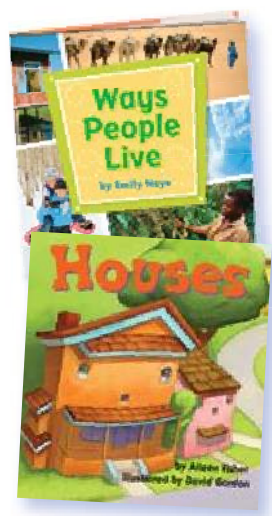
illustrated by David Gordon

Houses are faces
(haven't you found?)
with their hats in the air,
and their necks in the ground.
Windows are noses,
windows are eyes,
and doors are the mouths
of a suitable size.
And a porch—or the place where
porches begin—
is just like a mustache
shading the chin.

Connections

Comparing Texts

- 1 How are the story and the poem the same? How are they different?
- 2 What kinds of weather have you seen?
- 3 What house in the story would you like to visit? Tell why.



Writing

There are many kinds of houses in the story. Write about a house you would like to live in. Tell about the color, size, and shape of the house.

My house would have a round room in the middle. It would also have

Phonics

Make and read new words.

Start with **chain**.

Change **c** **h** to **m**.

Change **i** **n** to **y**.

Change **m** to **d**.

Add **s** to the end.

Fluency Practice

Read with a partner. Take turns reading each page of the story. Many sentences begin with:

In the _____.

Read these sentences together along with your partner.



Contents

Get Started Story

“The Missing Cake” 100

by Sandra Widener • illustrated by Valeria Cis

Read this Get Started Story.

Words with a-e 108

Practice reading words with a-e.

Words to Know 110

Learn to read and write new high-frequency words.

“Flake, the Missing Hamster” 112

by Stephen Krensky • illustrated by Susanna Natti

- Learn the features of a play.
- Learn to summarize a story.

“Three Reasons Why Pets Are Great” 134

Learn why pets are great.

Connections 136

- Compare texts.
- Write about an animal that gets lost.
- Practice building words.
- Reread for fluency.



Lesson 21

1

Get Started Story

The Missing Cake



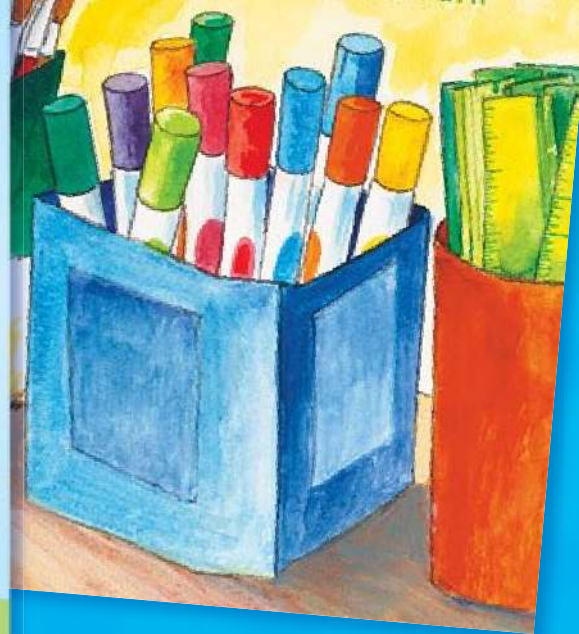
by Sandra Widener • illustrated by Valeria Cis

2

Genre: Play

Flake, the Missing Hamster

by Stephen Krensky
illustrated by Suranna Natti



Three Reasons Why Pets Are Great

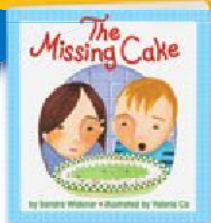


3

Genre: Nonfiction Article



Get Started Story



Phonics

Words with a-e

Words to Know

Review

warm

cool

over

our

mother

told



by Sandra Widener
illustrated by
Valeria Cis



Dale made a cake with Mom. He set the **warm** cake on a plate to **cool**. Then he added whipped cream to the top. It was simple and fun!

Jane came over to eat the cake with Dale. He wanted to show Jane how he made the cake. "Oh, no!" Dale yelled. "Our cake is not on the plate!"





Dale and Jane looked at that clean plate.
“Where is our cake?” asked Dale. “This is a
big mess!”

Dale asked his mother about the cake.
She told him she didn't know.

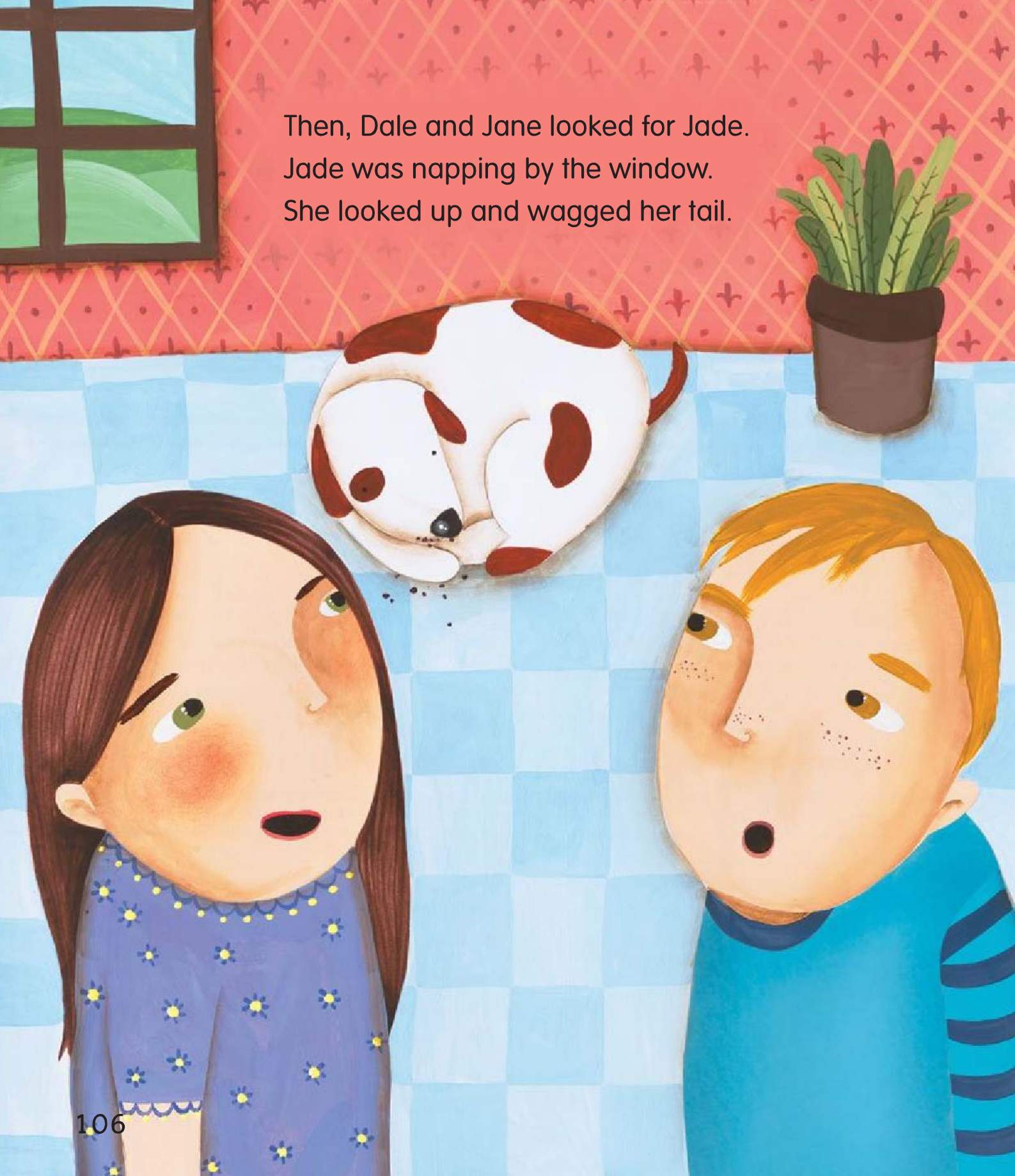
“Oh!” she groaned. “That was your treat.”





Dale asked Dad the same thing.
“That cake is missing?” asked Dad. “What
a shame! I didn’t get to taste that cake.”

Then, Dale and Jane looked for Jade.
Jade was napping by the window.
She looked up and wagged her tail.





Jade had bits of cake on her.

“You smell like cake!” Dale grinned. “Well, at least that cake tasted good to you!”



Phonics Skill

Words with a-e

The letter **a**, followed by a consonant and **e**, can stand for the long a sound as in **skate**, **plane**, and **lake**.



skate



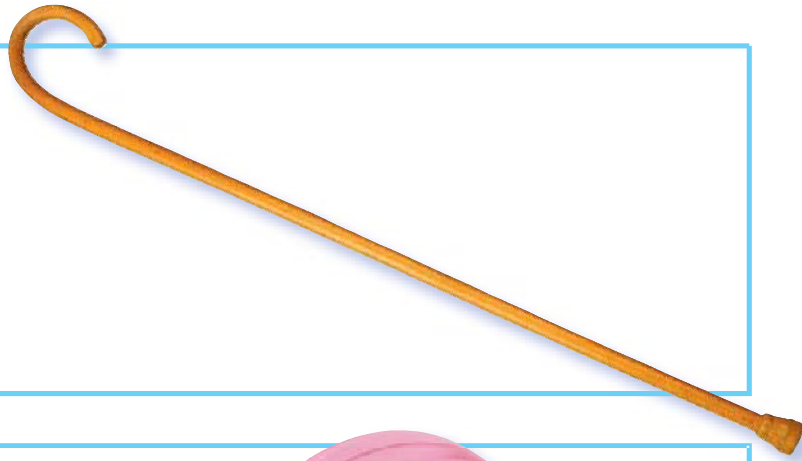
plane



lake

Look at each picture. Read the words.
Tell which word names the picture.

can
cane
cone



tape
tip
tap



Try This!



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Read the sentences.

Jake and Dave play a game of tag. They run to the gate. The gate is the base. Run Jake and Dave!





Words to Know

High-Frequency Words

found

near

hears

might

open

gone

around

tired





I am a hamster. I **found** a nice place to live. I like to be **near** children. "Squeak, squeak!" I think the class **hears** me! The children **might open** my door and pet me. Soon they will be **gone**. Then I will run **around** on my wheel. At night I'll get **tired** and go to sleep.





Genre Study

A **play** is a story that is written to be acted out. What the characters say to each other tells the story.

Characters

Setting

Beginning

Middle

Ending

Comprehension Strategy



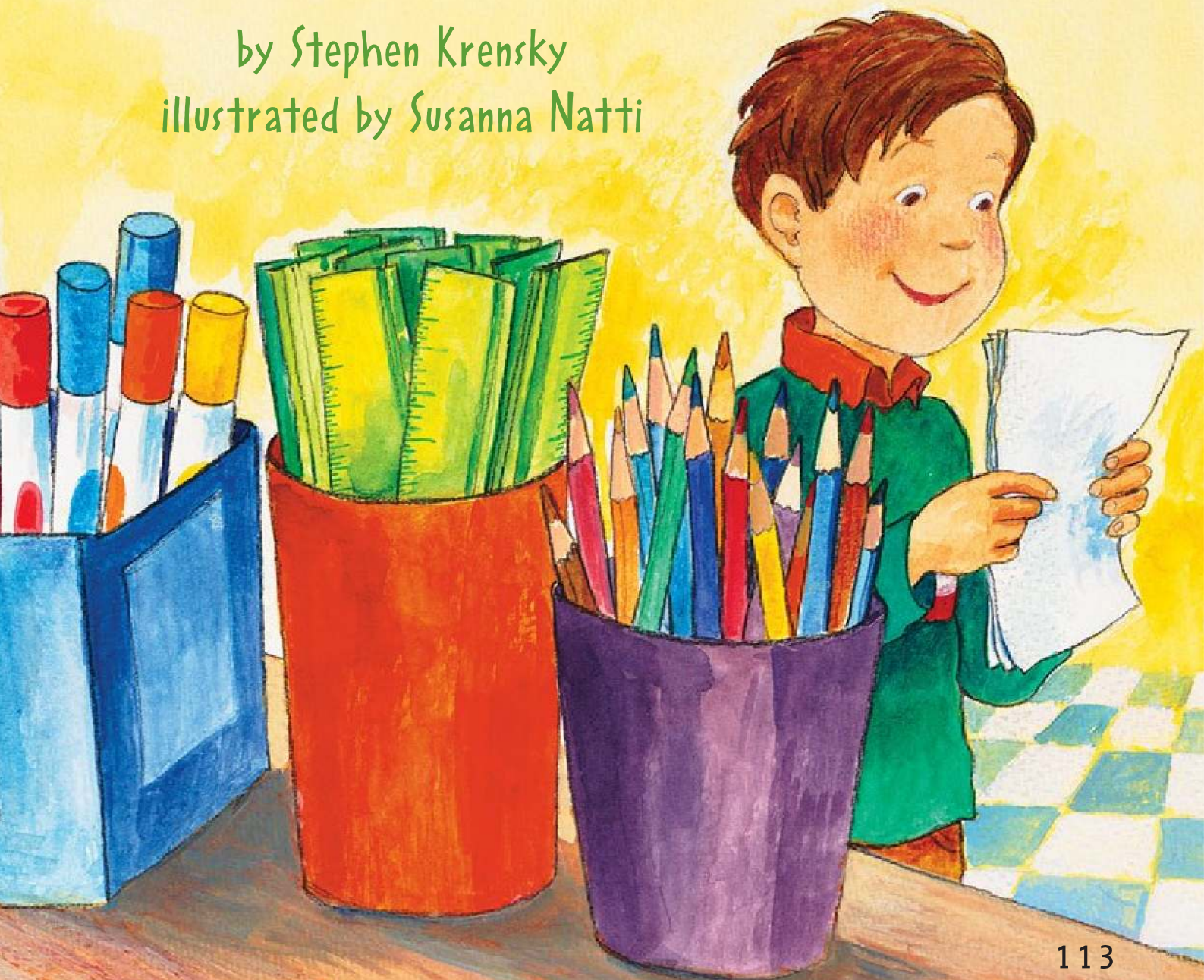
Summarize As you read, stop and think about what has already happened.

Flake,



the Missing Hamster

by Stephen Krensky
illustrated by Susanna Natti





Narrator: One day Lionel went to feed Flake. Flake was the class hamster. He lived **near** the window.

Lionel: Oh, no!

Miss Sanchez: What's wrong, Lionel?





Lionel: The door is **open**. Flake is **gone**!

Jeffrey: Oh, no! Flake, Flake! Where are you, Flake?



Gwen: Where can he be?

Kate: What can we do?

Miss Sanchez: We just need to find Flake fast. Let's all start looking.

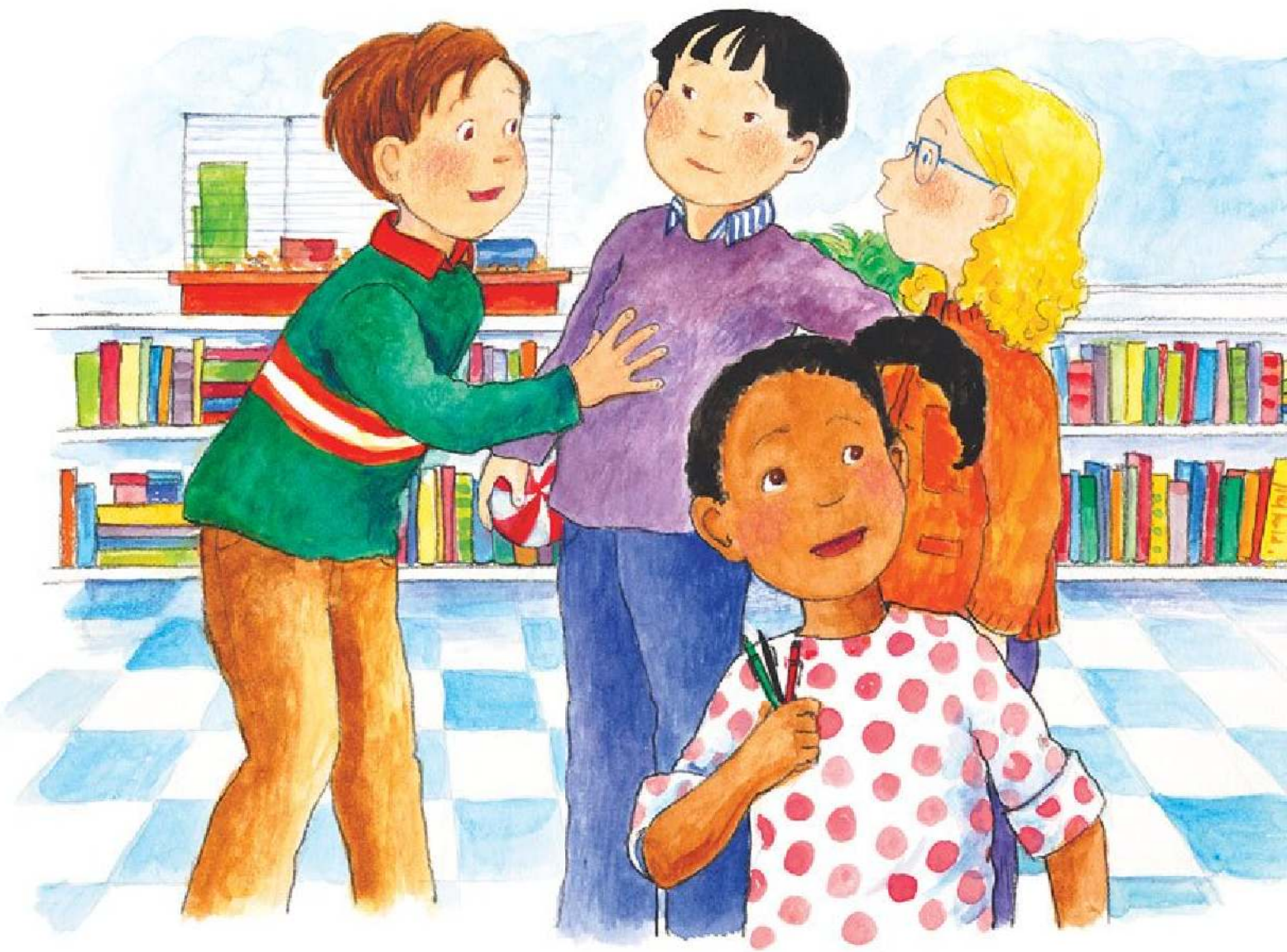


Narrator: The class looked everywhere for the hamster. They looked under the desks. They looked on the bookshelf. They even looked in the trash can.



Jeffrey: Lionel, why are you looking in the trash can? What would Flake be doing in there?

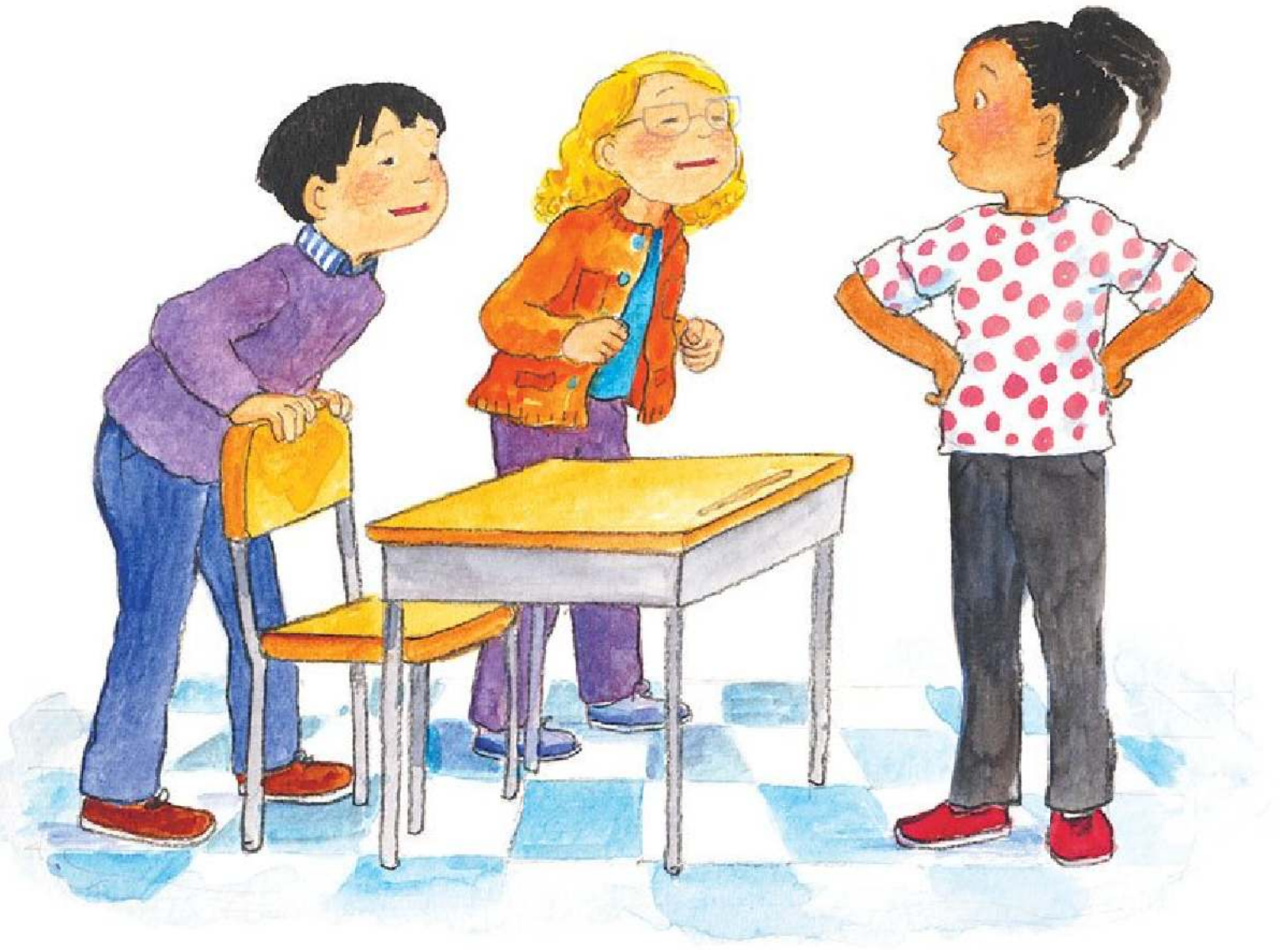
Lionel: Maybe he fell in by mistake.



Narrator: The class **found** three pens and a ball. They didn't find Flake.

Lionel: What if we all squeak like hamsters?
When Flake **hears** us, he will squeak, too.
Then we can find him.

Gwen: Squeak!



Jeffrey: Hamsters don't squeak like that!
Hamsters squeak like this. Squeak, squeak!

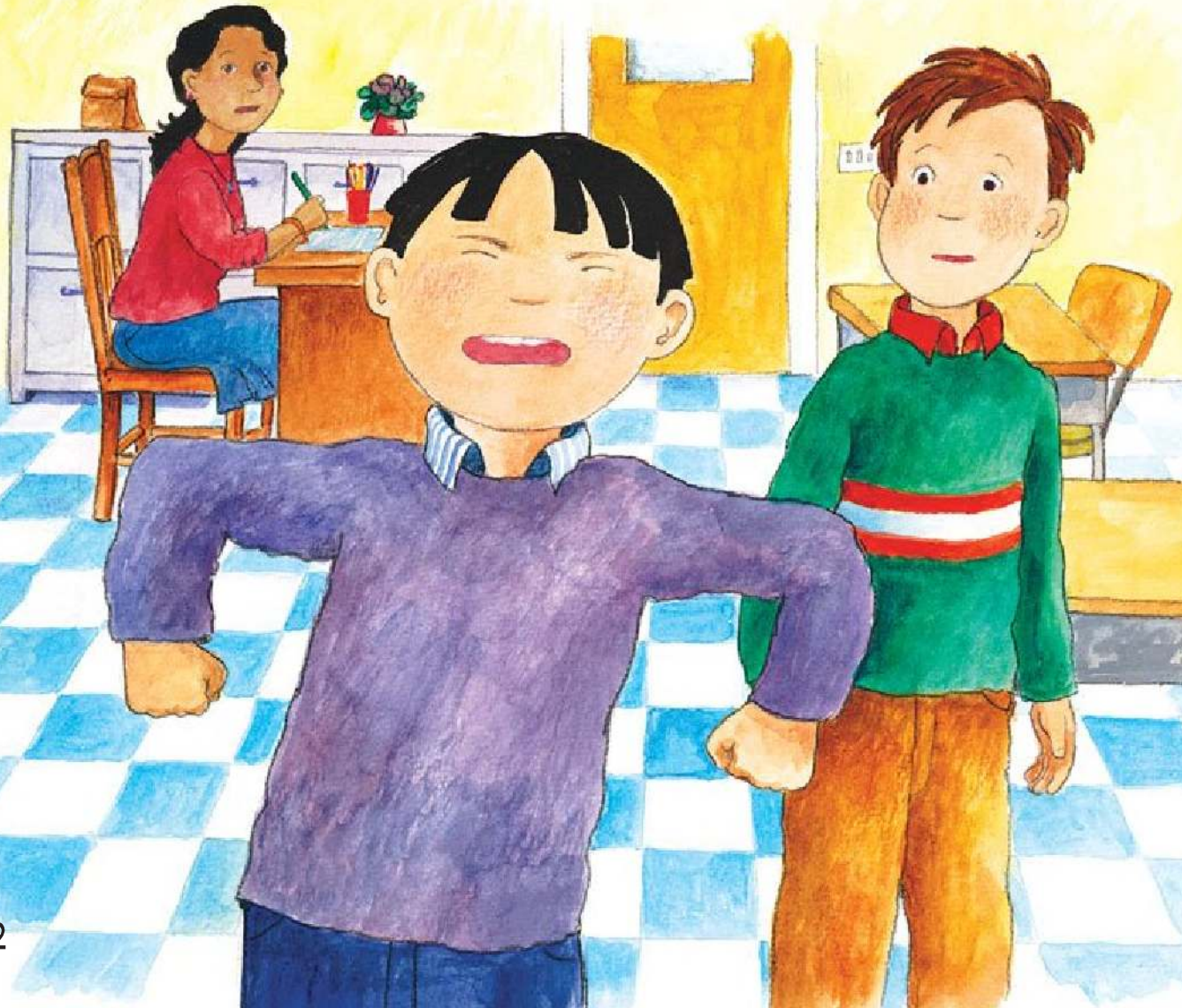
Kate: Squeak, squeak, squeak!

Gwen: This isn't working.

Jeffrey: Roar!

Lionel: Roar? Why did you roar? Hamsters don't roar!

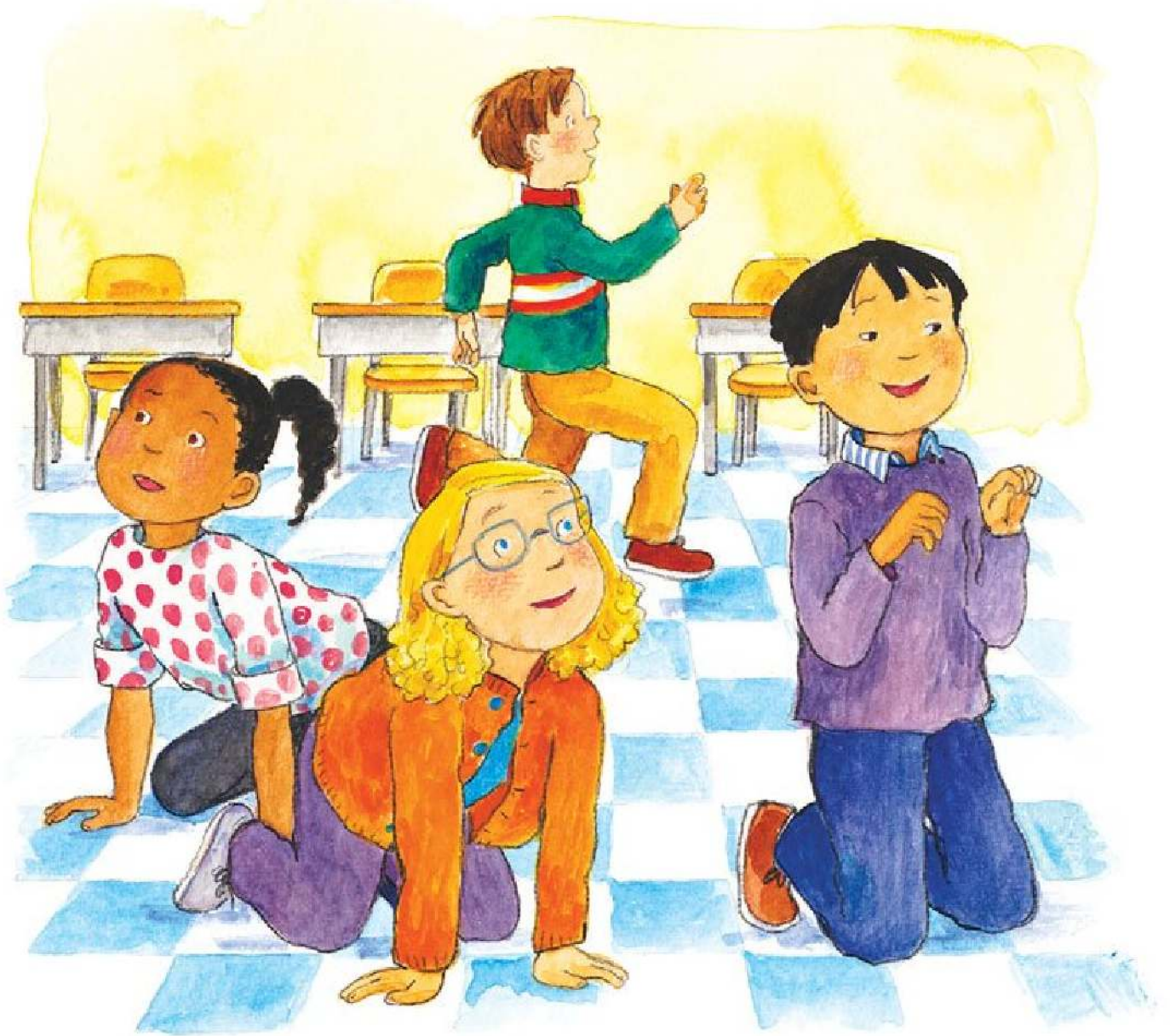
Jeffrey: I know. But what if Flake is sleeping? A roar would wake him up.





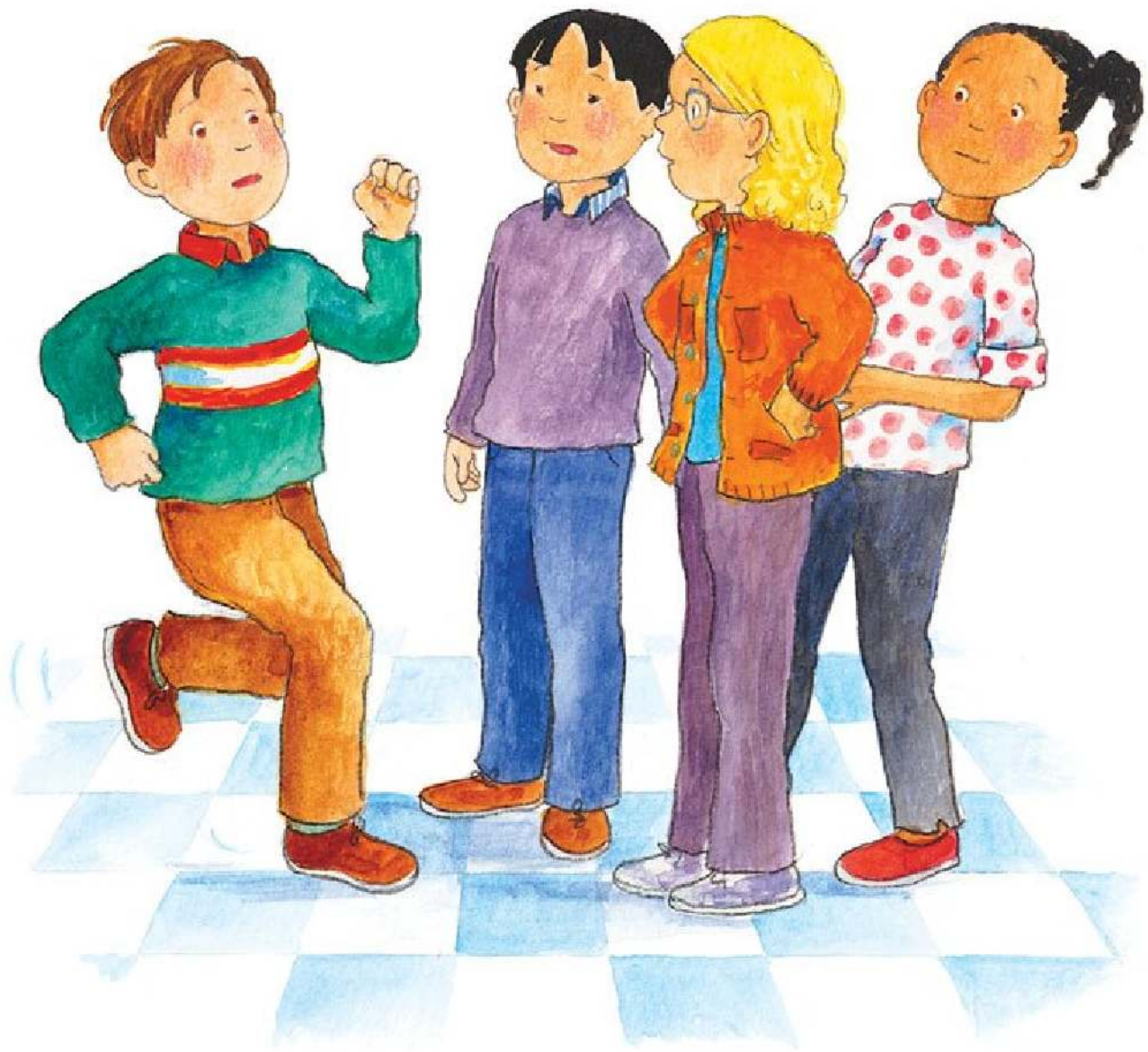
Kate: I don't know how brave Flake is. He **might** think a big animal is out here waiting to get him.

Jeffrey: I didn't think of that.



Gwen: What if we start to play like hamsters? Flake will see us. Then he will come out and play, too.

Narrator: So everyone ran **around** like hamsters. Kate and Gwen sniffed the air. Then Lionel started running in place.



Kate: What are you doing?

Lionel: I'm running the way Flake runs on his wheel. It's a lot of work. I'm getting **tired!**

Narrator: They played some more, but Flake did not come out.



Jeffrey: This is not working.

Gwen: What should we do now?

Miss Sanchez: Let's stop looking for Flake now. Maybe we'll think better after we have our snacks.



Narrator: So the class got out their snacks and started to eat.

Lionel: All that running made me very hungry. If I were Flake, I would get hungry a lot.

Narrator: Just then a little head popped out by some books. Then the head came out a little more.

Jeffrey: Look, everyone! It's Flake! I'll get him.

Kate: I bet he wants a snack, too.





Lionel: Oh, Flake! You're safe now!

Miss Sanchez: I always like a happy ending.



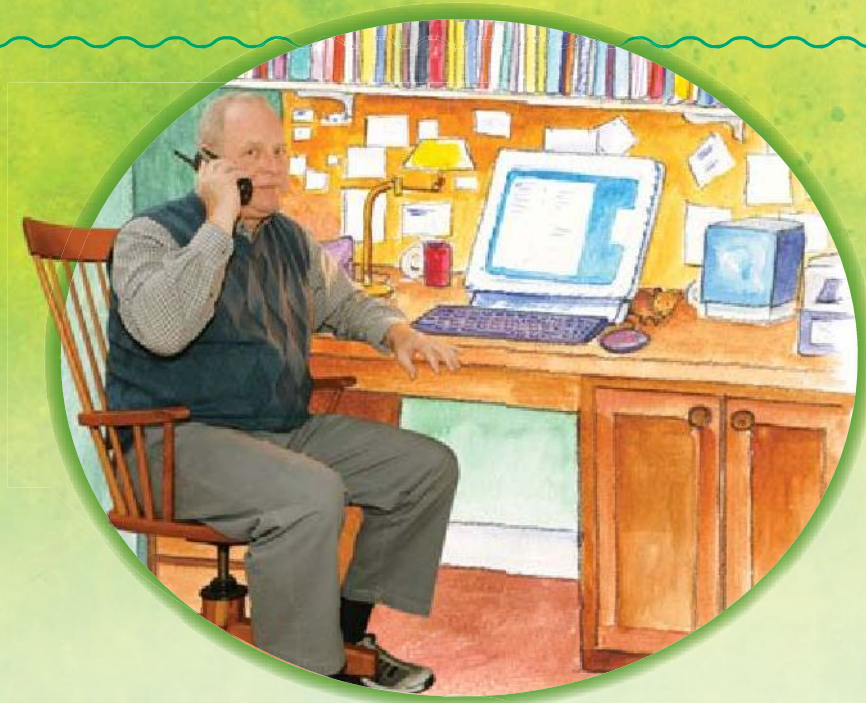
Gwen: Hooray for Flake, the hungry hamster!

All: Hooray for Flake!

Think Critically

- 1 What is the problem? How is it solved?  PROBLEM/SOLUTION
- 2 Which ideas for finding Flake were silly? MAKE INFERENCES
- 3 How can you tell that the children are good listeners? DRAW CONCLUSIONS
- 4 Why do you think Flake came out?
MAKE INFERENCES
- 5 **WRITE** How did the class try to find Flake? Tell how you know from the story.  WRITING RESPONSE

Meet the Author Stephen Krensky



Lionel is a character in many of Stephen Krensky's books. This is the first play about Lionel that Mr. Krensky has written.

"I enjoyed writing the play," says the author. "It was a way to get Lionel off the printed page. Children can make him real! We never had a hamster when I was in school."

Meet the Illustrator Susanna Natti

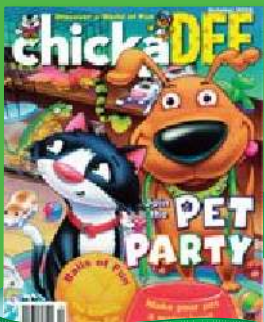
Susanna Natti illustrates all of Stephen Krensky's Lionel stories. She also illustrates many other books.

“It was fun to illustrate this play! I laughed out loud when I read about Lionel and his friends squeaking and running around like hamsters.”





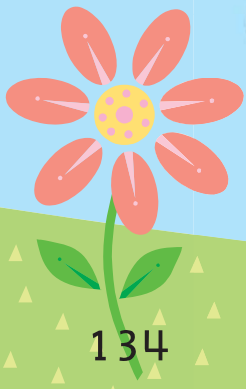
Science



Nonfiction Article

Teacher Read-Aloud

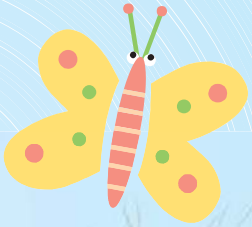
Three Reasons Why Pets Are Great





1 **Pets Make Great Friends**

All kinds of animals make fun friends! Most dogs are friendly and love to play with their owner. All you need to do is feed them, brush them and best of all, play with them. Then your pet will be your best pal!



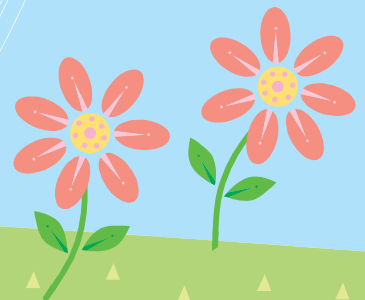
2 **Pets Teach You to Take Care of Something**

No matter how big or small your pet is, taking care of it is a big job. Even small and fuzzy hamsters take work. They always need fresh food and water and their cage has to be cleaned every week.



3 **Pets Are Fun**

Best of all, pets are fun. Some pets always do silly things, like lick your face or tickle you. Pets can make everyone happy!



Connections

Comparing Texts

- 1 How are the story and the article the same? How are they different?
- 2 What other animals make good pets?
- 3 What kind of class pet would you like to have? Tell why.



Writing

In the story, a hamster gets lost. Write about another animal that gets lost. Your story can be real or make-believe.

One day, we
couldn't find
our cat, Bubbles.
We looked and
looked. Then we
found her in the
closet with her
new kittens.

Phonics

Make and read new words.

Start with **tape**.

Change **t** to **s** **h**.

Change **s** **h** to **c**.

Change **p** to **n**.

Change **n** to **k**.



Fluency Practice

Read with a group. Each person can read a different part. Use your voice to show how the character feels. The characters should sound worried at the beginning. They should sound happy at the end.

Contents

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“Mike and Spike Hike” 140

by Sandra Widener • illustrated by Andre Letria

Read this Get Started Story.

Words with i-e 148

Practice reading words with i-e.

Words to Know150

Learn to read and write new high-frequency words.

“We’re Going on a Picnic!”152

by Pat Hutchins

- Learn the features of fantasy.



- Learn how to ask questions while reading.

“Beaks Eat”178

Learn how birds’ beaks help them eat special foods.

Connections 180

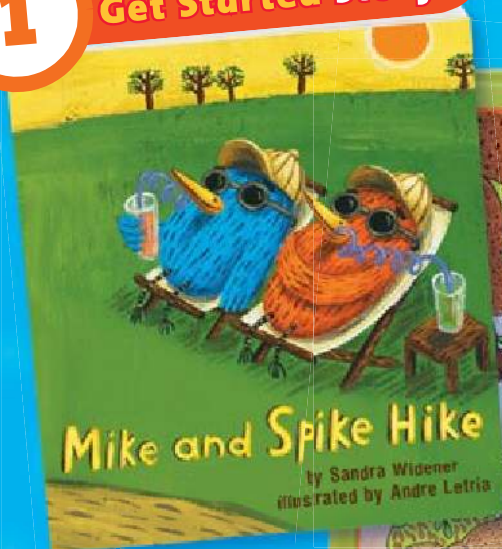
- Compare texts.
- Write a list of my favorite foods.
- Practice building words.
- Reread for fluency.



Lesson 22

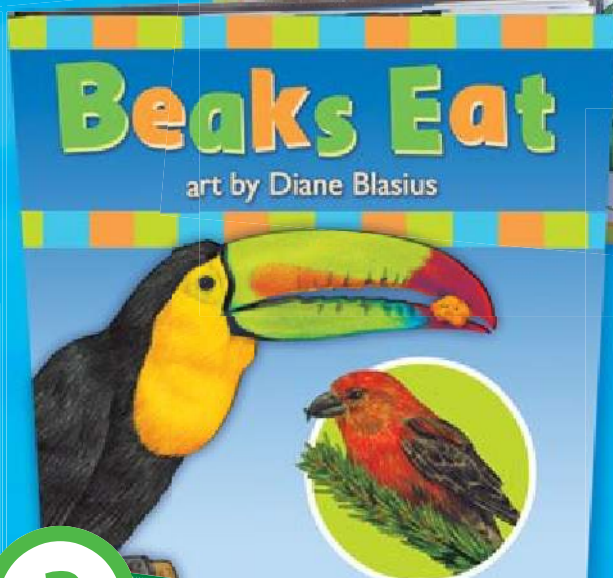
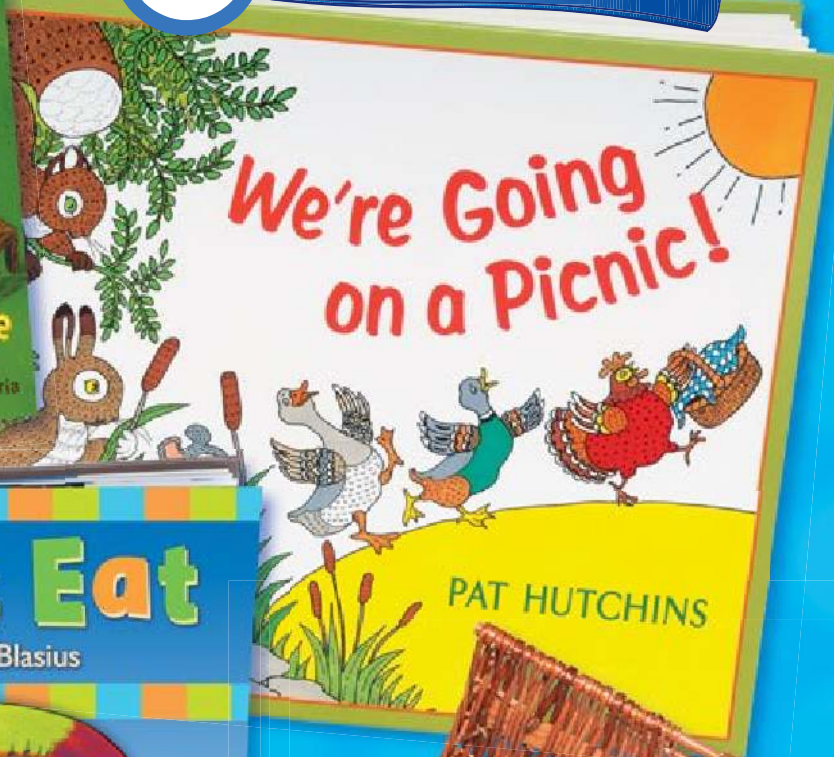
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Get Started Story



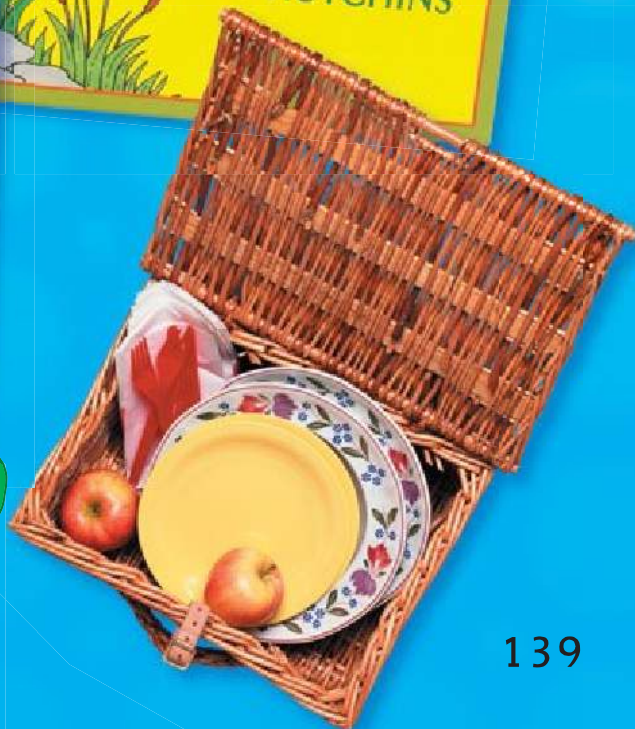
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Genre: Fantasy

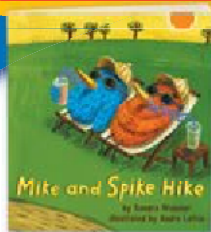


3

Genre: Nonfiction Article



Get Started Story



Phonics

Words with i-e

Words to Know

Review

warm

near

cool

should

Mike and Spike Hike

by Sandra Widener

illustrated by Andre Letria





“It is a lovely, fine day,” said Mike.

“Yes, and the sunshine is **warm**,” said Spike.

“Let’s go on a hike. We can hike all day.”



Mike and Spike arrive at the site.

“You cannot fly a kite on a hike!” said Mike.

“You cannot ride a bike on a hike!” said Spike.

Mike will ride his bike for miles and miles.
Spike will fly his kite until bedtime. Then
Mike and Spike will hike at sunrise.



The next day, Mike and Spike arrive at the site.

“You cannot drive **near** me on a hike!” said Mike.

“You cannot dive and glide on a hike!” said Spike.





Mike will dive and glide until bedtime.
Spike will drive for miles and miles.
Then Mike and Spike will hike at sunrise.



The next day, Mike and Spike arrive at the site. “Look!” said Mike, “It could rain, and it is too cool.”

“Maybe we should not hike here,” said Spike.

Mike and Spike will not hike today. They will
hike at sunrise on a lovely, warm day.



Phonics Skill

Words with i-e

The letter **i** can stand for the long i sound in the middle of the words **vine**, **dime**, and **lime**.



vine



dime



lime

Look at each picture. Read the words.
Tell which word names the picture.

back

bake

bike



kit

kite

coat



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Try This!

Read the sentences.

I like to ride my bike. I ride
all the time. I can ride five
miles on my bike. Do you like
to ride your bike?



Words to Know

High-Frequency Words

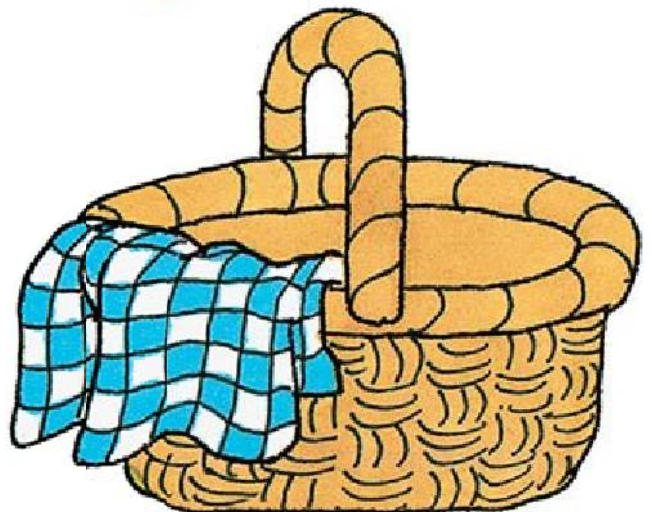
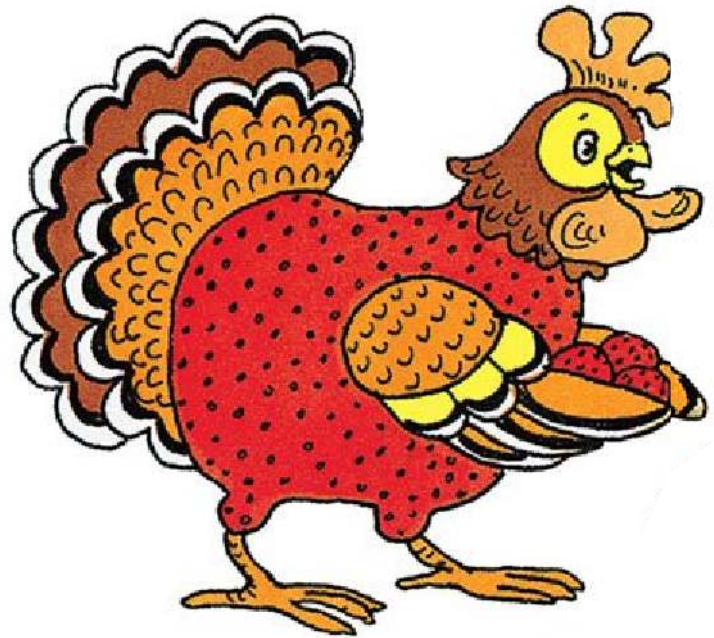
walked

light

because

those

right

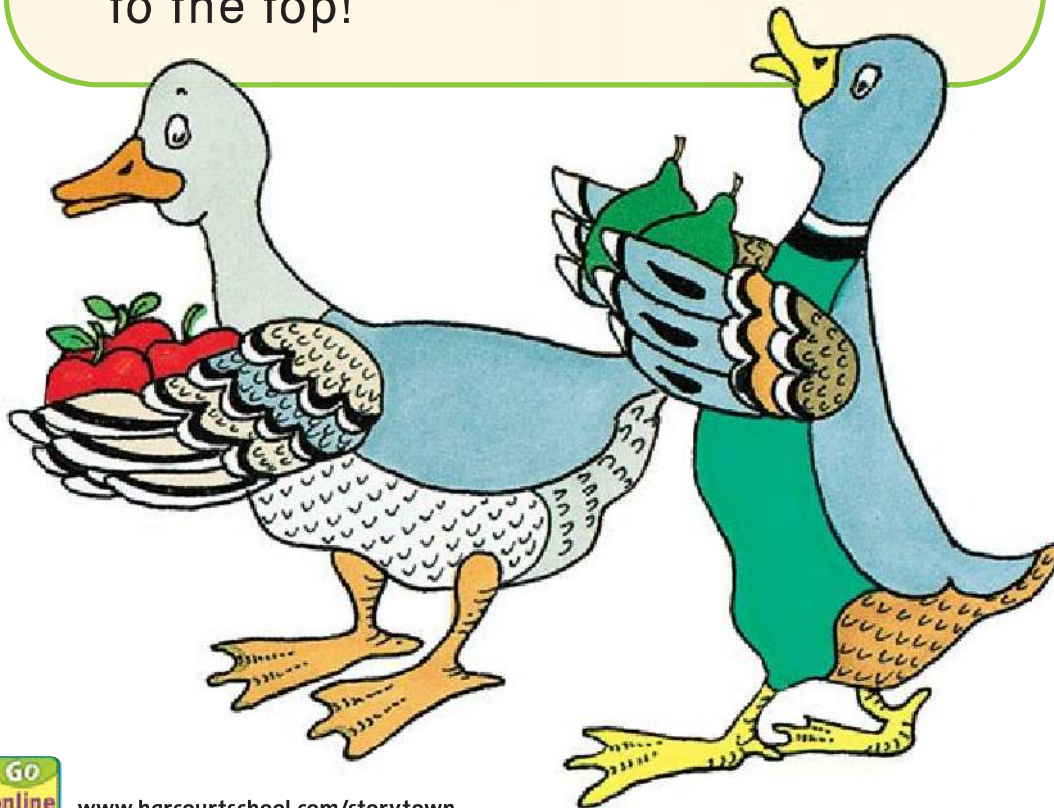


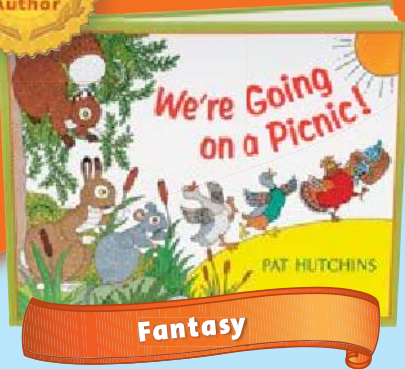
Hen had a new basket. She **walked** over to show her friends.

“That’s a nice basket,” said Duck.
“It’s so **light**.”

“That’s **because** there’s no food in it,” said Hen. “Let’s fill it with **those** apples.”

“All **right**,” said Duck. “We will fill it to the top!”





Genre Study

A **fantasy** is a make-believe story about something that could never happen. In fantasies, animal characters sometimes have problems that they try to solve in silly ways.

Problem	Solution

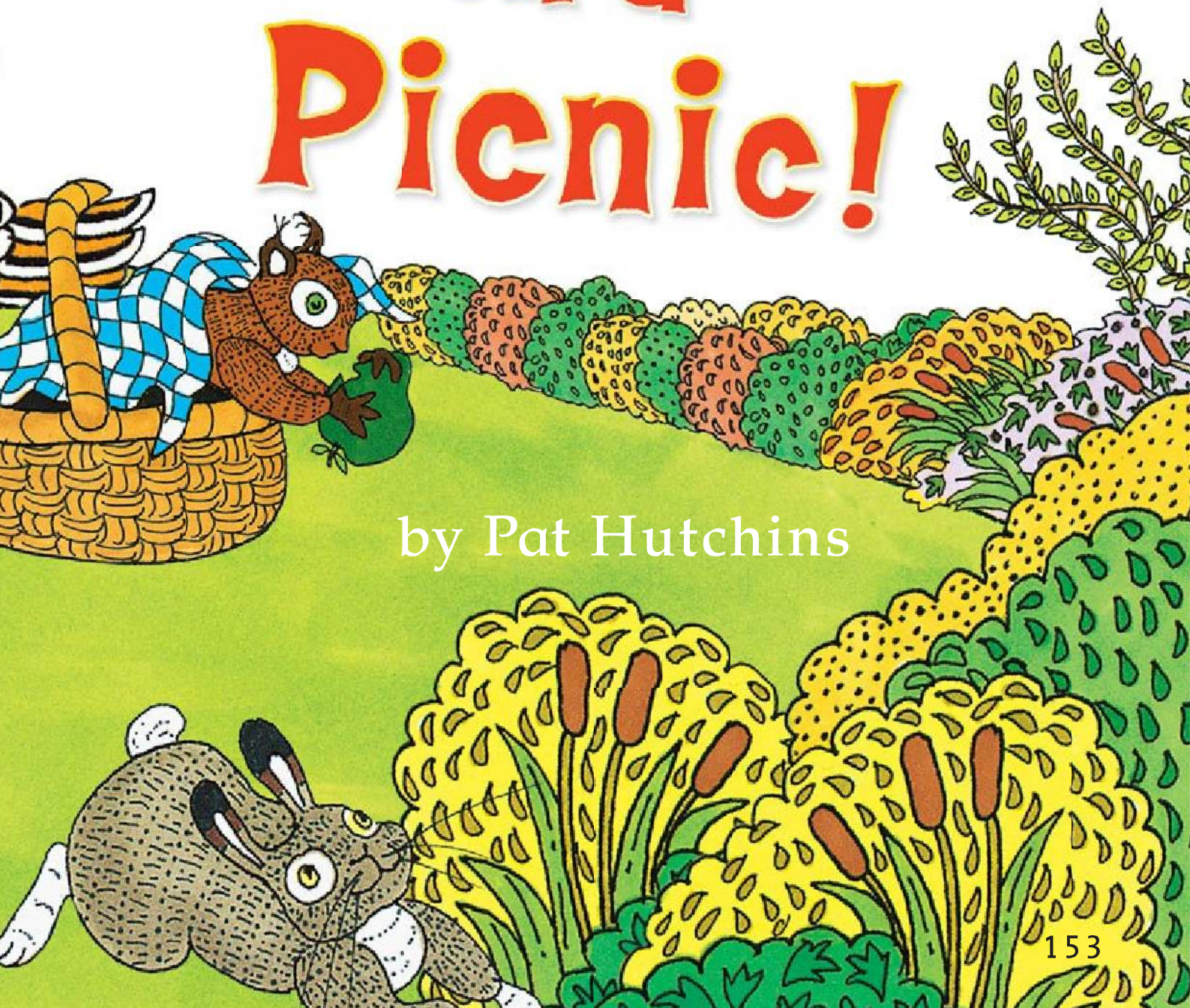
Comprehension Strategy



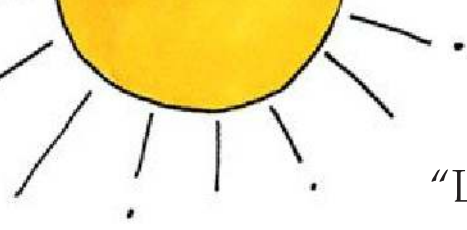
Ask Questions As you read, ask yourself questions to be sure you understand the story.



We're Going on a Picnic!



by Pat Hutchins



"Let's go on a picnic," said Hen, Duck,
and Goose. "It's such a lovely day!"

So Hen picked some berries

(because Hen liked berries best),

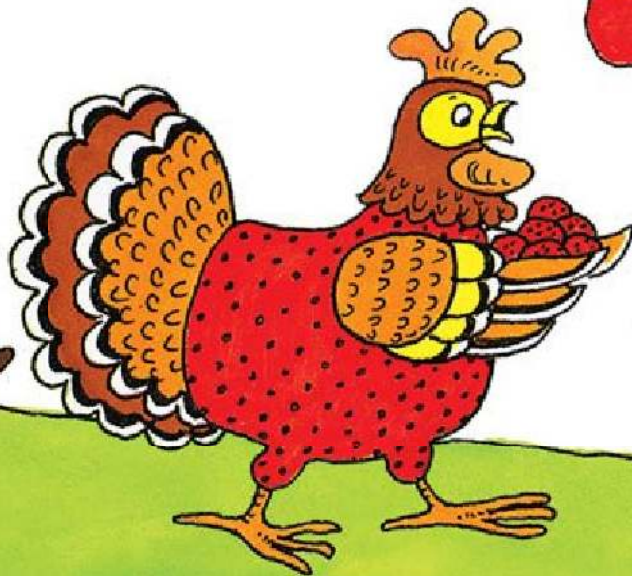
and Goose picked some apples

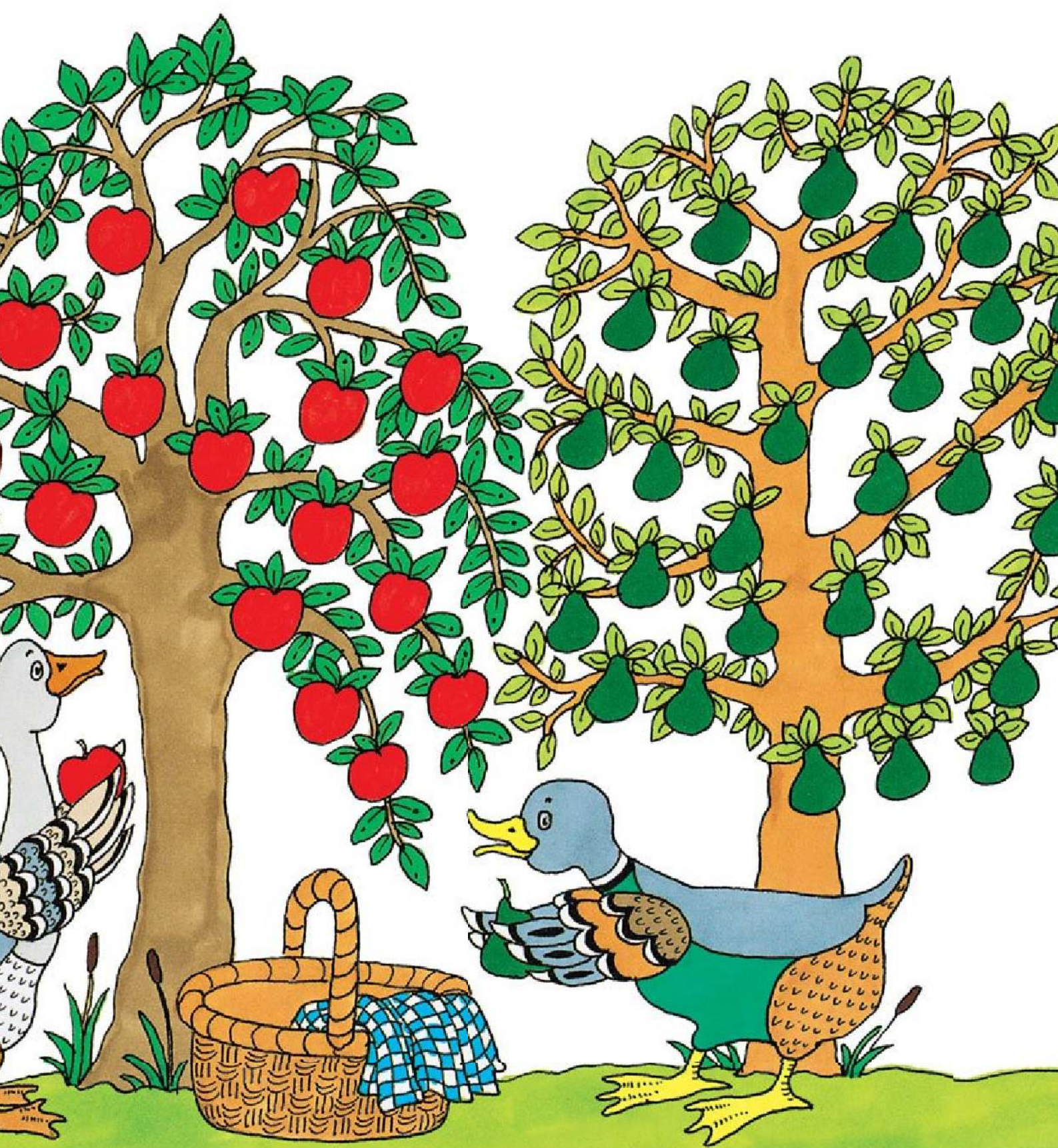
(because Goose liked apples best),

and Duck picked some pears

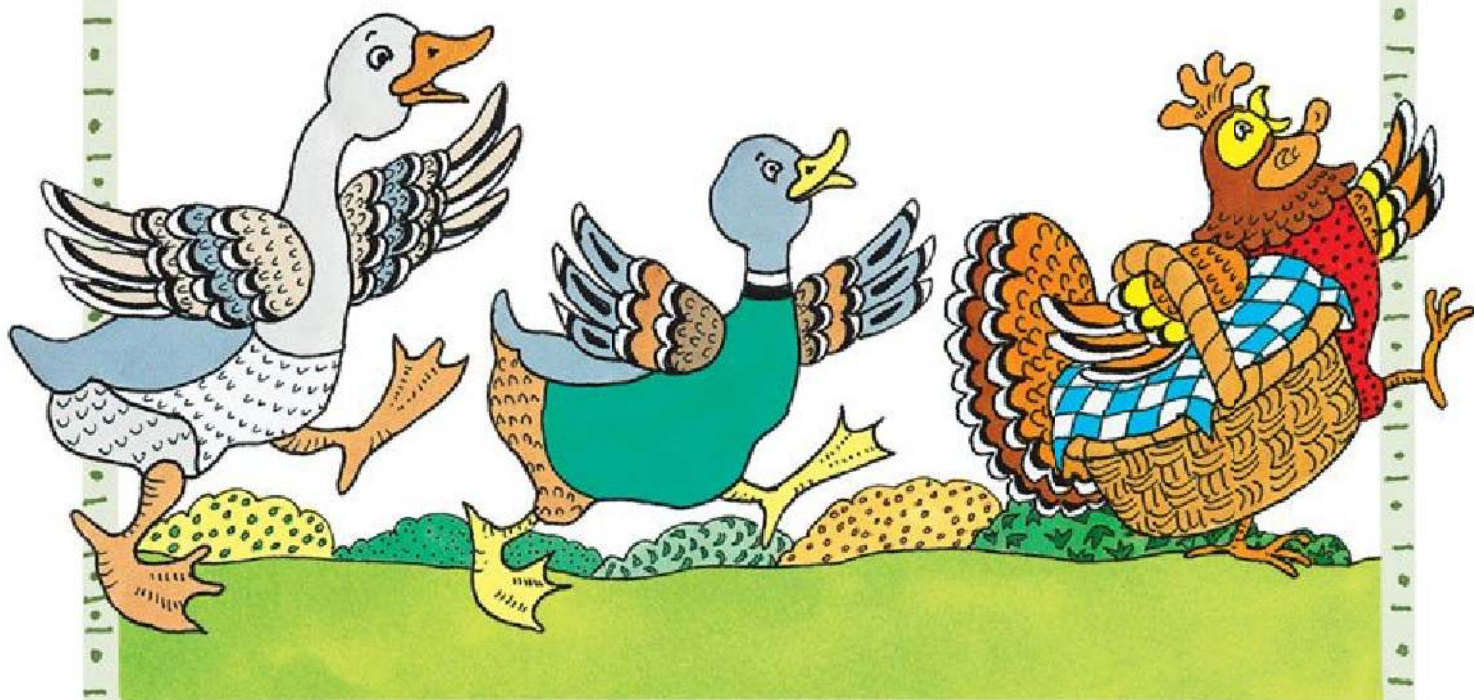
(because Duck liked pears best).

And they put them in the basket.



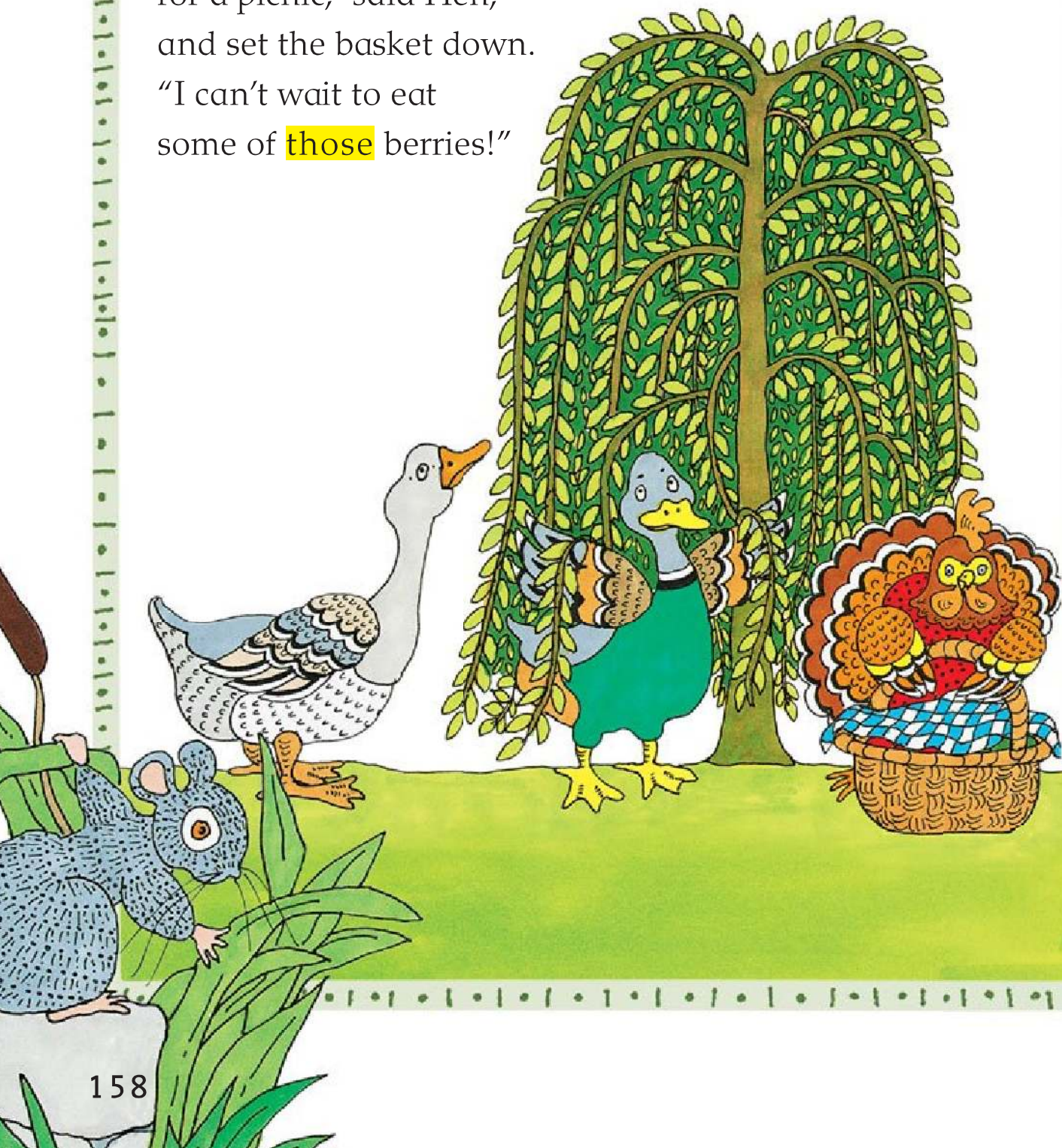


“We’re going on a picnic!” they sang
as they walked across the field.

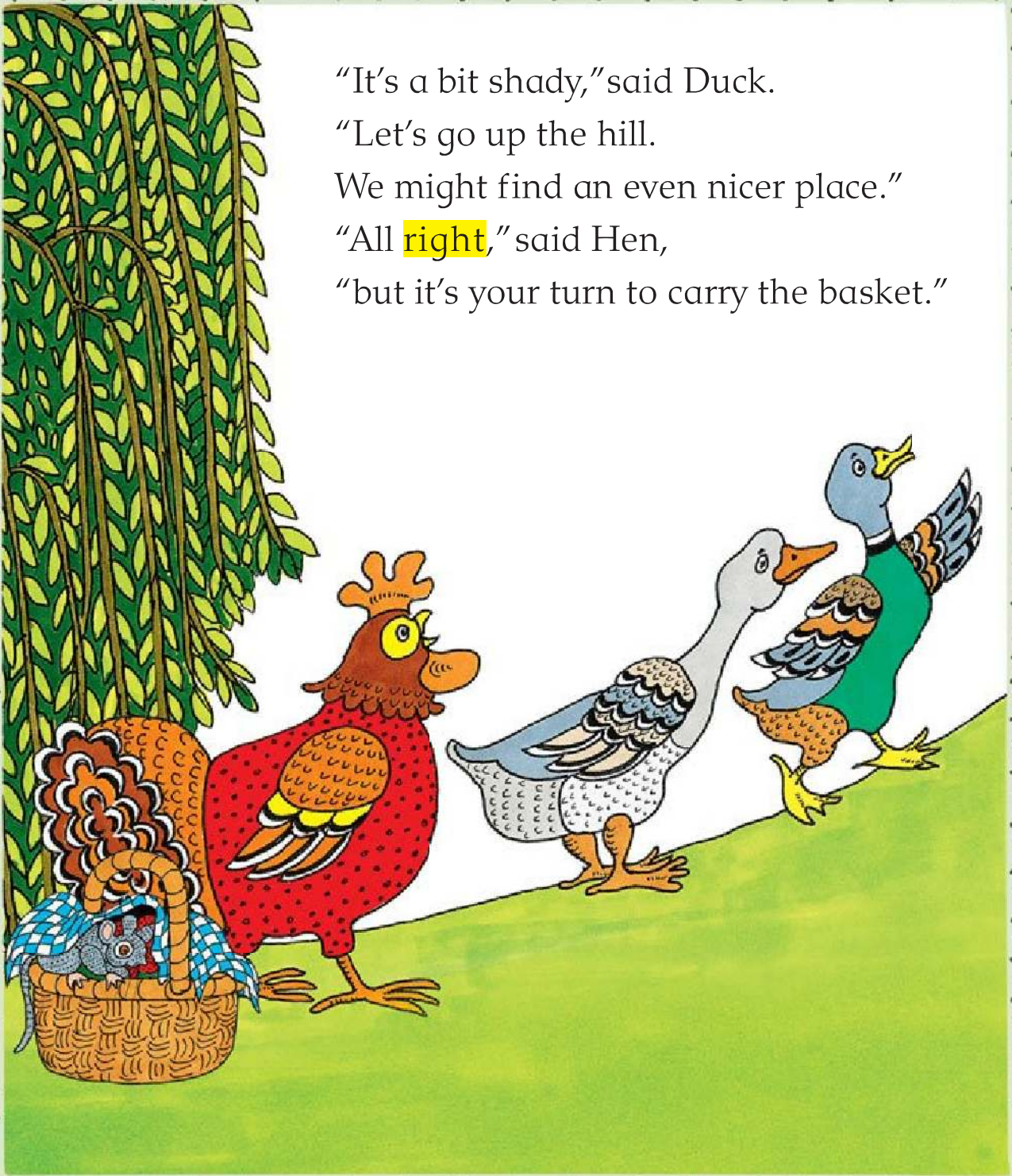




"This looks like a nice place
for a picnic," said Hen,
and set the basket down.
"I can't wait to eat
some of **those** berries!"



"It's a bit shady," said Duck.
"Let's go up the hill.
We might find an even nicer place."
"All right," said Hen,
"but it's your turn to carry the basket."



“We’re going on a picnic!” they sang
as they walked up the hill.

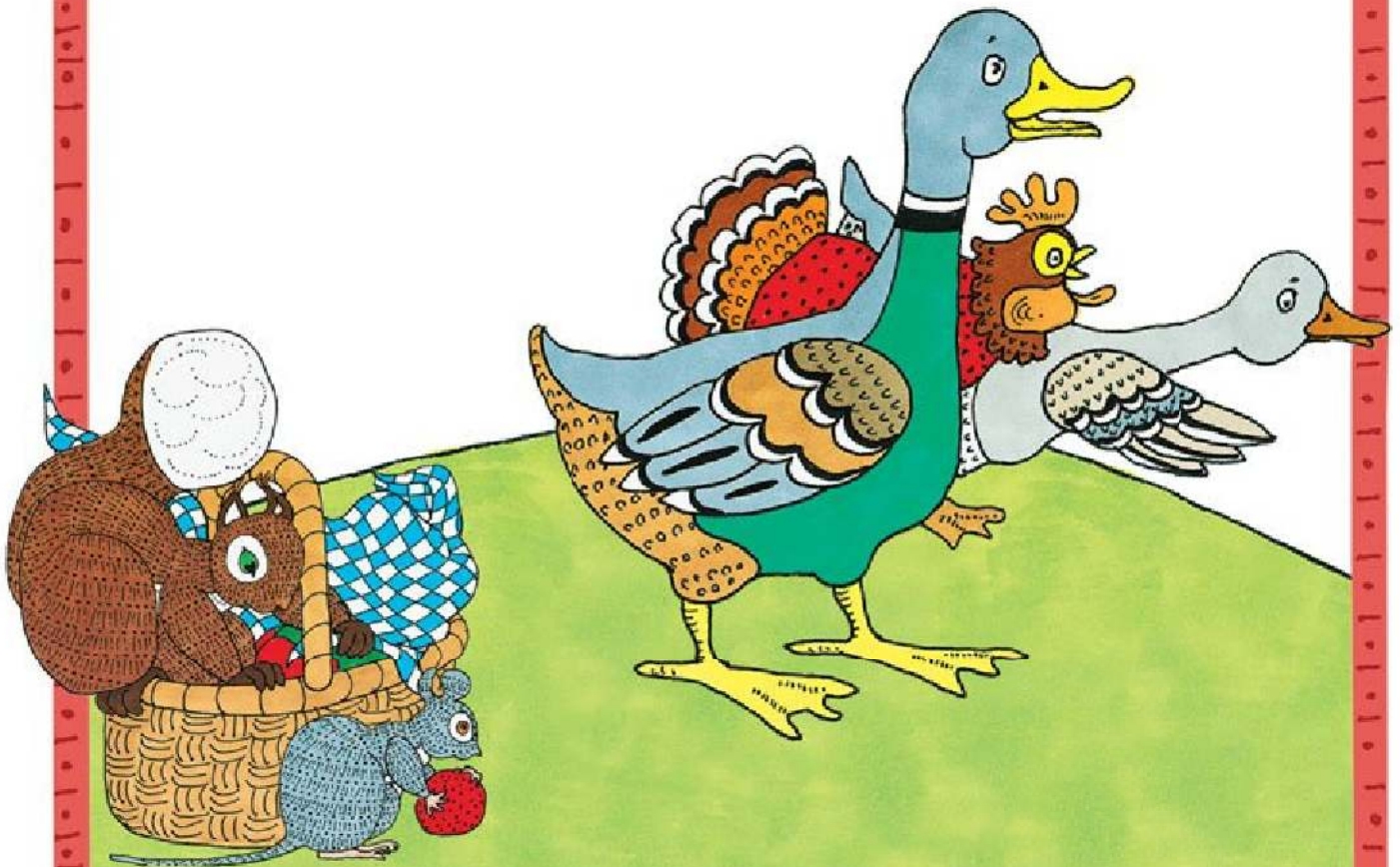




“This looks like a nice place for a picnic,”
said Duck, and set the basket down.
“I can’t wait to eat some of those pears!”



"It's a bit windy," said Goose.
"Let's go down the hill.
We might find an even nicer place."
"All right," said Duck,
"but it's your turn to carry the basket."



“We’re going on a picnic!” they sang
as they walked down the hill.



"This looks like a nice place for a picnic,"
said Goose, and set the basket down.
"I can't wait to eat some of those apples!"
"It's a bit hot," said Hen and Duck.
"Let's go down this path.
We might find an even nicer place."
"All right," said Goose,
"but let's ALL carry the basket."





"We're going on a picnic!" they sang
as they walked around the lane.



“Oh!” they cried,
and set the basket down.
“We’ve walked back home,
and we haven’t had our picnic!”



“Off we go again,” said Hen.
But when they picked up the basket,
it was very light.



And very empty.

"Duck," said Hen, "did you eat the pears?"

"No," said Duck.

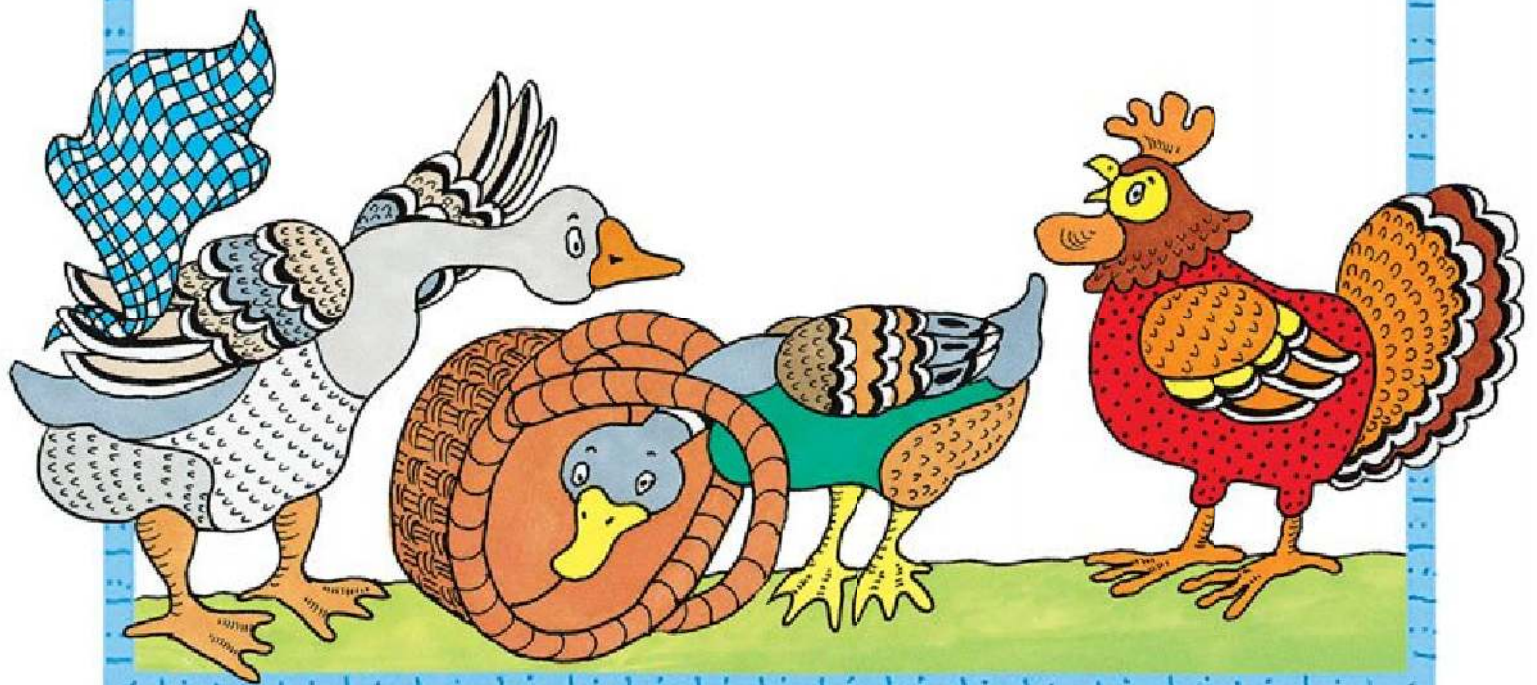
"Goose," said Hen, "did you eat the apples?"

"No," said Goose.

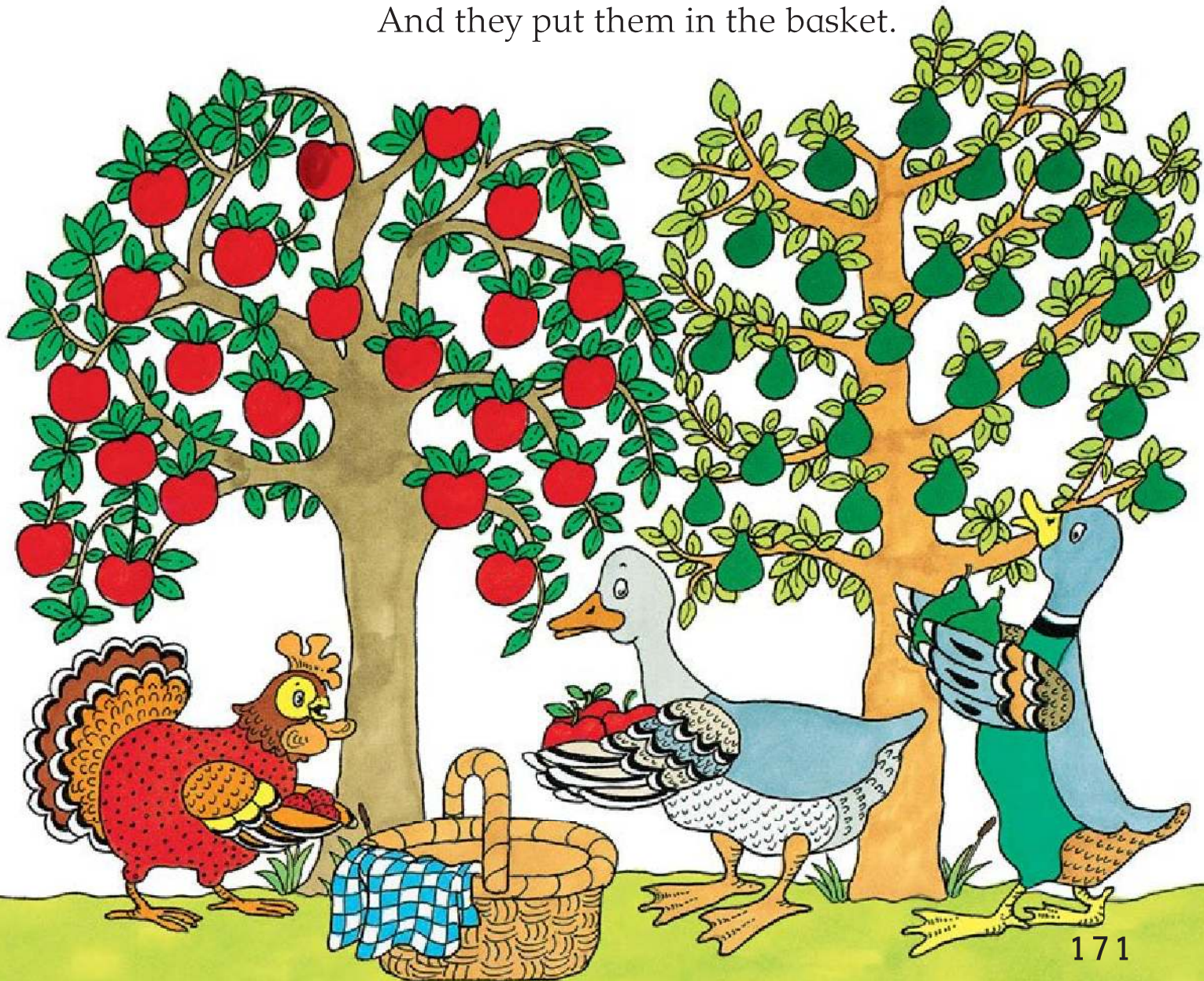
"Hen," said Duck and Goose, "did you eat the berries?"

"No," said Hen.

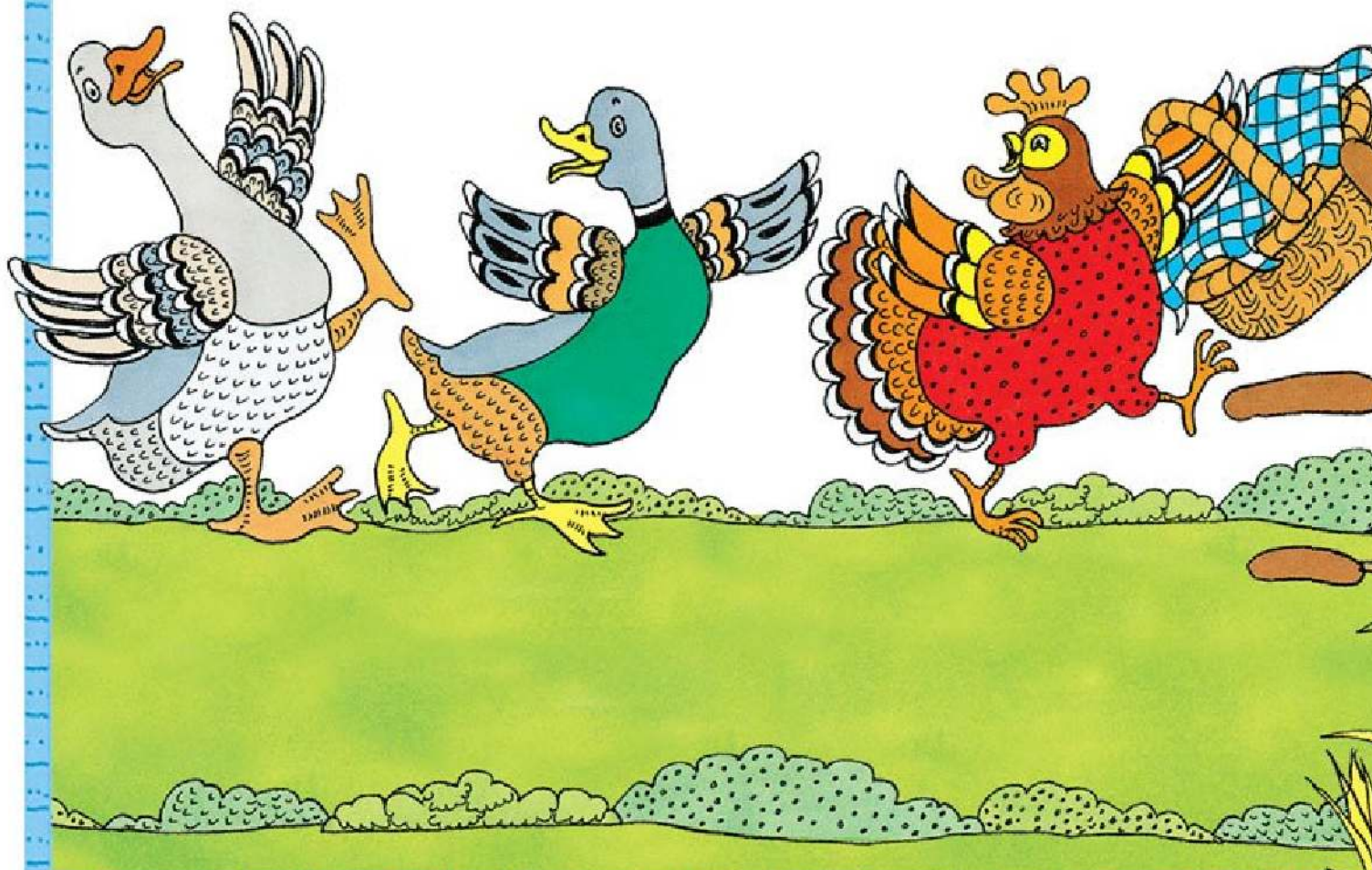
"Then they must have fallen out," said everyone at the same time.



So Hen picked some more berries
(because Hen liked berries best),
and Goose picked some more apples
(because Goose liked apples best),
and Duck picked some more pears
(because Duck liked pears best).
And they put them in the basket.



“We’re going on a picnic!” they sang
as they walked across the field.





"This looks like a nice place for a picnic,"
they all said, and set the basket down.





Think Critically

1 What is the problem in the story?



PROBLEM/SOLUTION

2 What happened to the food? DETAILS

3 What is the same about Hen, Duck, and Goose? MAKE INFERENCES

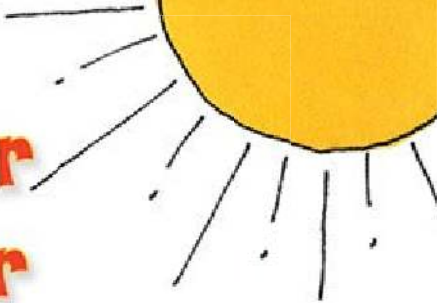
4 Did the animals find out who took their food? How do you know?

DRAW CONCLUSIONS

5 **WRITE** Write about a perfect picnic spot. Use describing words.  WRITING RESPONSE

Meet the Author
and Illustrator

Pat Hutchins



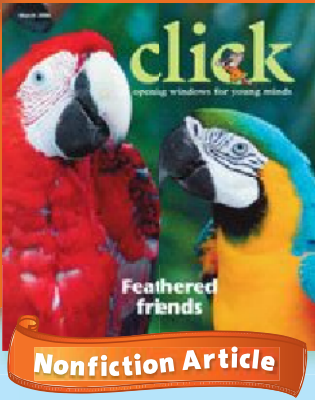


Pat Hutchins grew up in the country. “All around us were fields and woods full of wildlife,” she says. “We spent many hours watching the animals and birds.” Pat Hutchins started drawing when she was very young. Two of her favorite things to do are to paint and to watch birds.



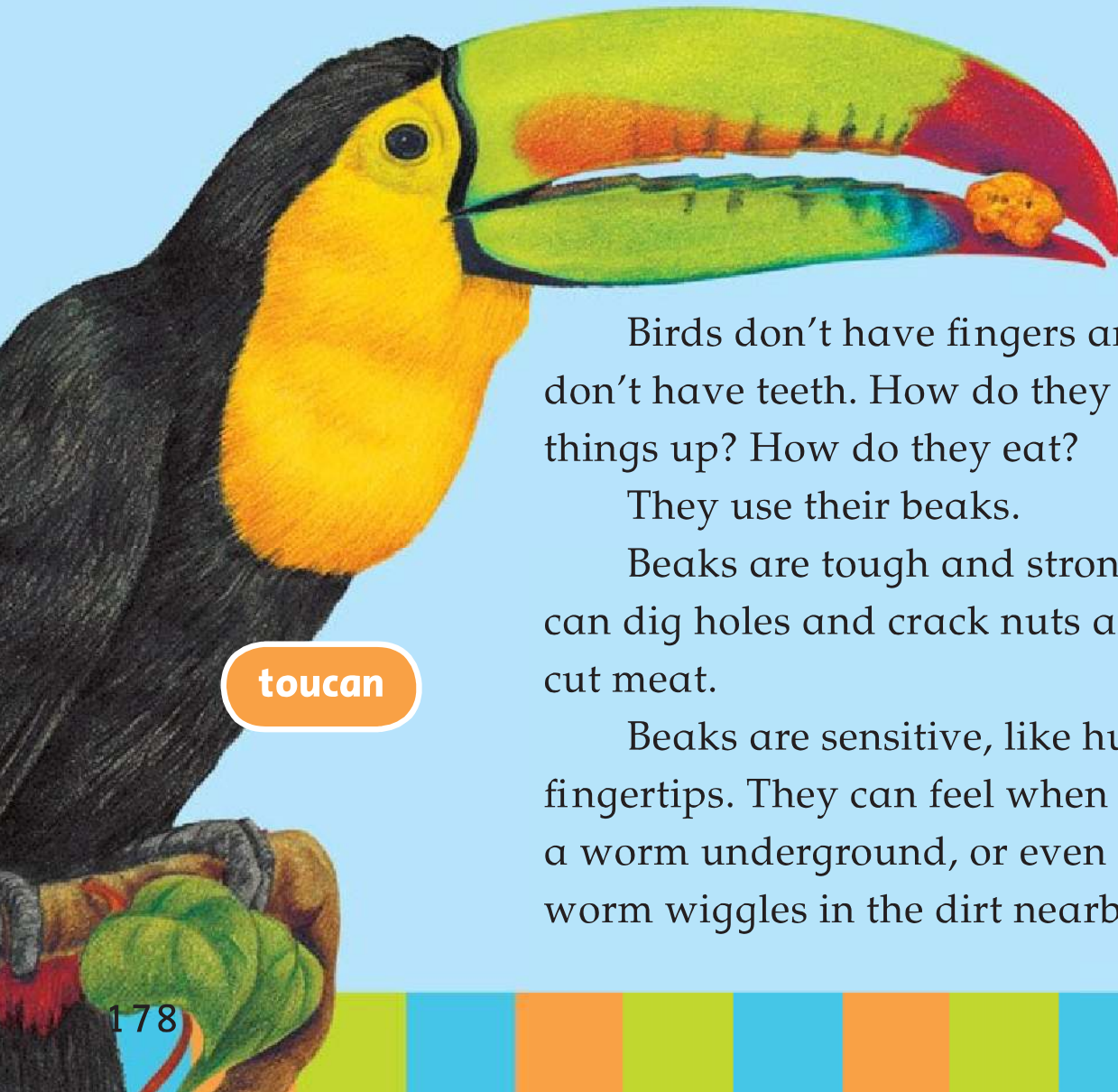
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Beaks Eat

art by Diane Blasius



toucan

Birds don't have fingers and they don't have teeth. How do they pick things up? How do they eat?

They use their beaks.

Beaks are tough and strong. They can dig holes and crack nuts and cut meat.

Beaks are sensitive, like human fingertips. They can feel when they touch a worm underground, or even when a worm wiggles in the dirt nearby.



crossbill



goldfinch

Beaks come in all shapes and sizes, but every bird has a beak. They use their beaks to crack open the shell of the egg when they're hatching. They use their beaks to build their nests, to clean their feathers, and to carry food to their babies.

But mostly, birds use their beaks to eat.

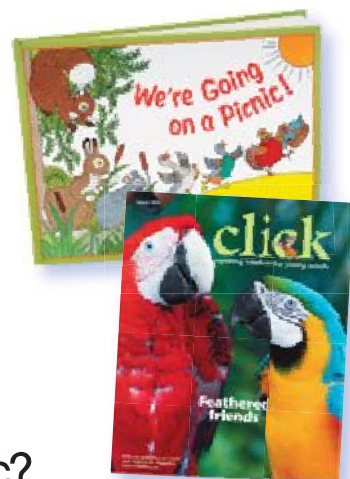


sparrow

Connections

Comparing Texts

- 1 How are Hen, Goose, and Duck like the birds in “Beaks Eat”?
- 2 What are some good places to have a picnic?
- 3 What would you like to eat on a picnic?



Writing

The characters in the story bring their favorite foods on their picnic. Make a list of your favorite foods. Tell why you like them.



Phonics

Make and read new words.

Start with **time**.

Change **t** to **d**.

Change **d** to **l**.

Change **m** to **k**.

Change **l** to **b**.

Fluency Practice

Make up a voice that sounds like a duck. Use that voice when you read Duck's part. Make up voices for Hen and Goose, too.



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by Sandra Widener • illustrated by Steve Adams

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Learn how to draw conclusions as I read.

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Learn to read and write new high-frequency words.

“On Saturday” 196

by Nina Crews

- Learn the features of nonfiction.
- Learn how to answer questions while reading.



“The River City”214

Learn about life in a big city.

Connections216

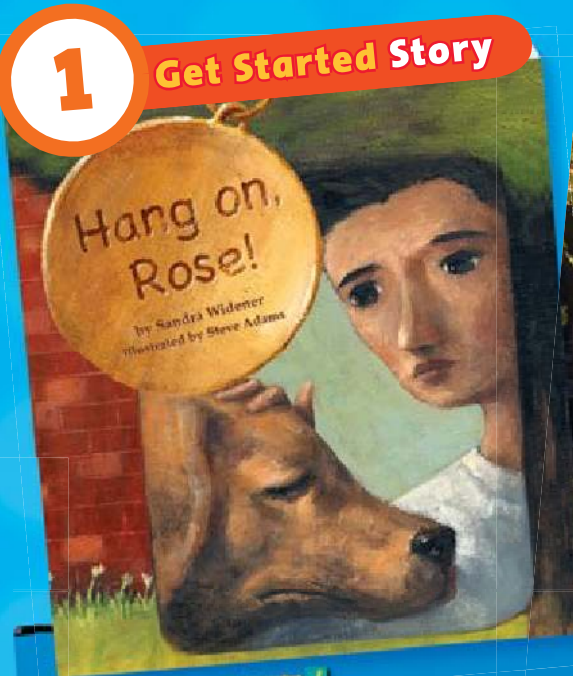
- Compare texts.
- Write a description of a person.
- Practice building words.
- Reread for fluency.



Lesson 23

1

Get Started Story



2

Genre: Nonfiction



The
River City



3

Genre: Nonfiction Article



Get Started Story



Phonics

Words with o-e

Words to Know

Review

warm

opened

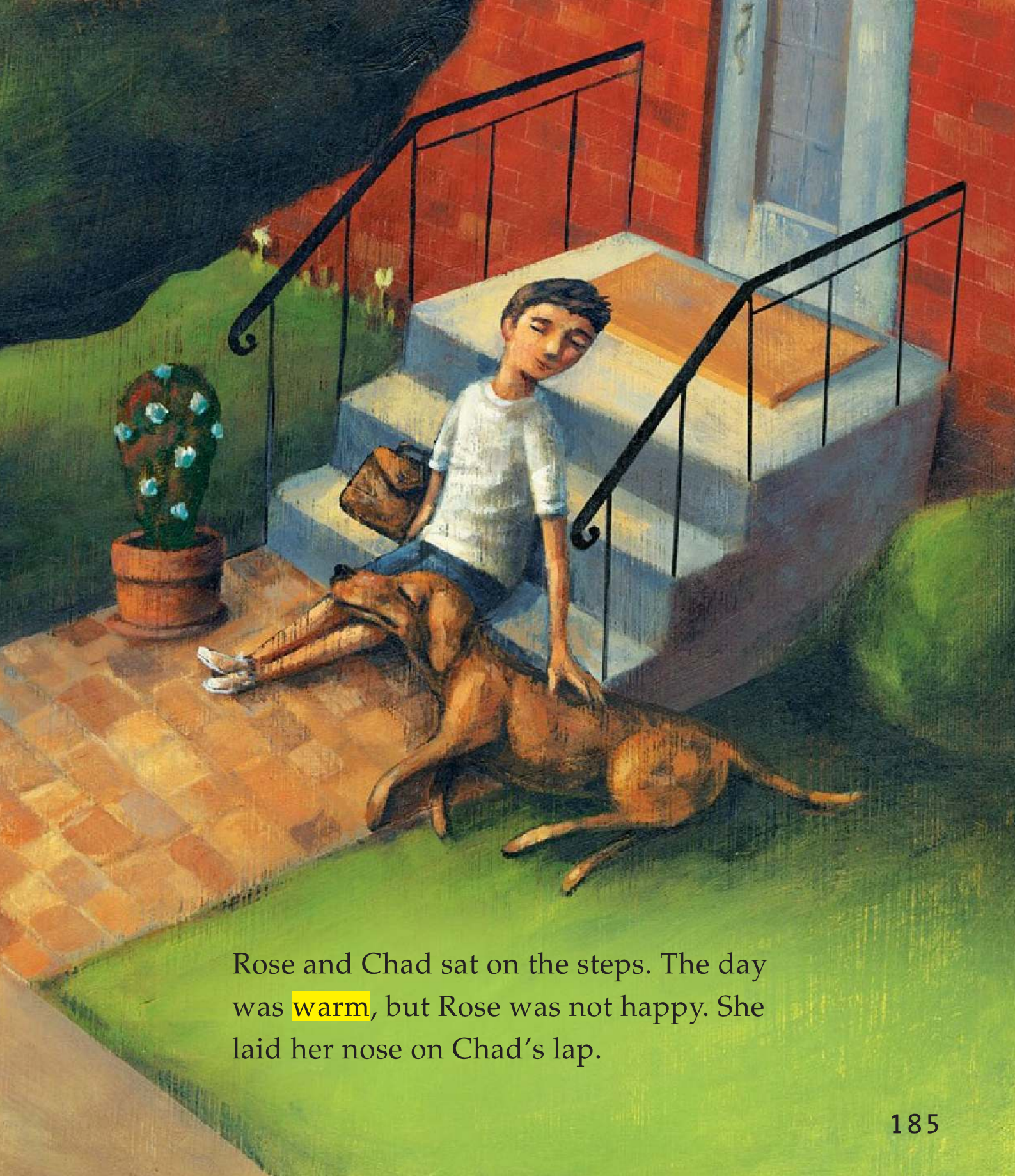
around

found

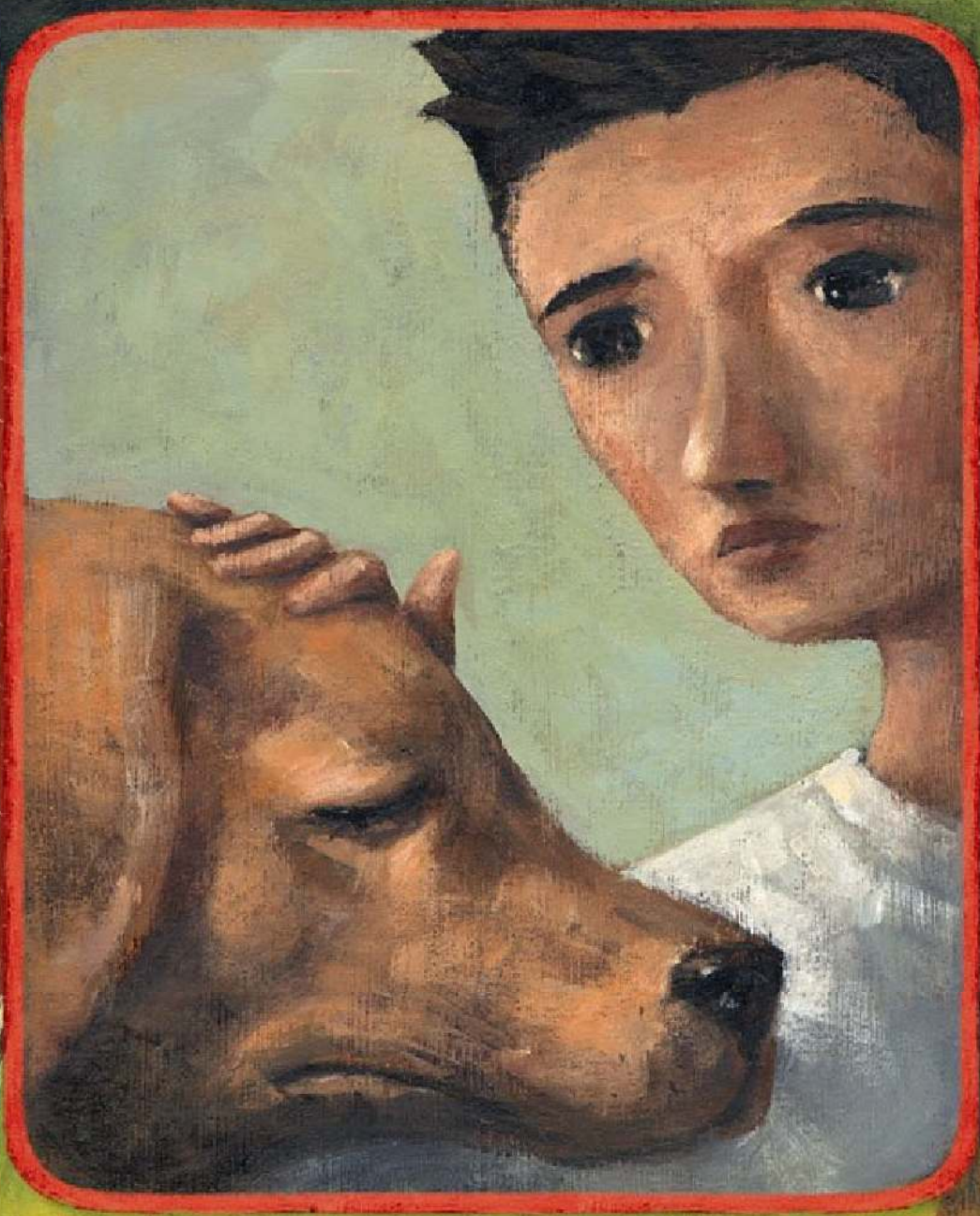
walked

Hang on, Rose!

by Sandra Widener
illustrated by Steve Adams



Rose and Chad sat on the steps. The day was warm, but Rose was not happy. She laid her nose on Chad's lap.

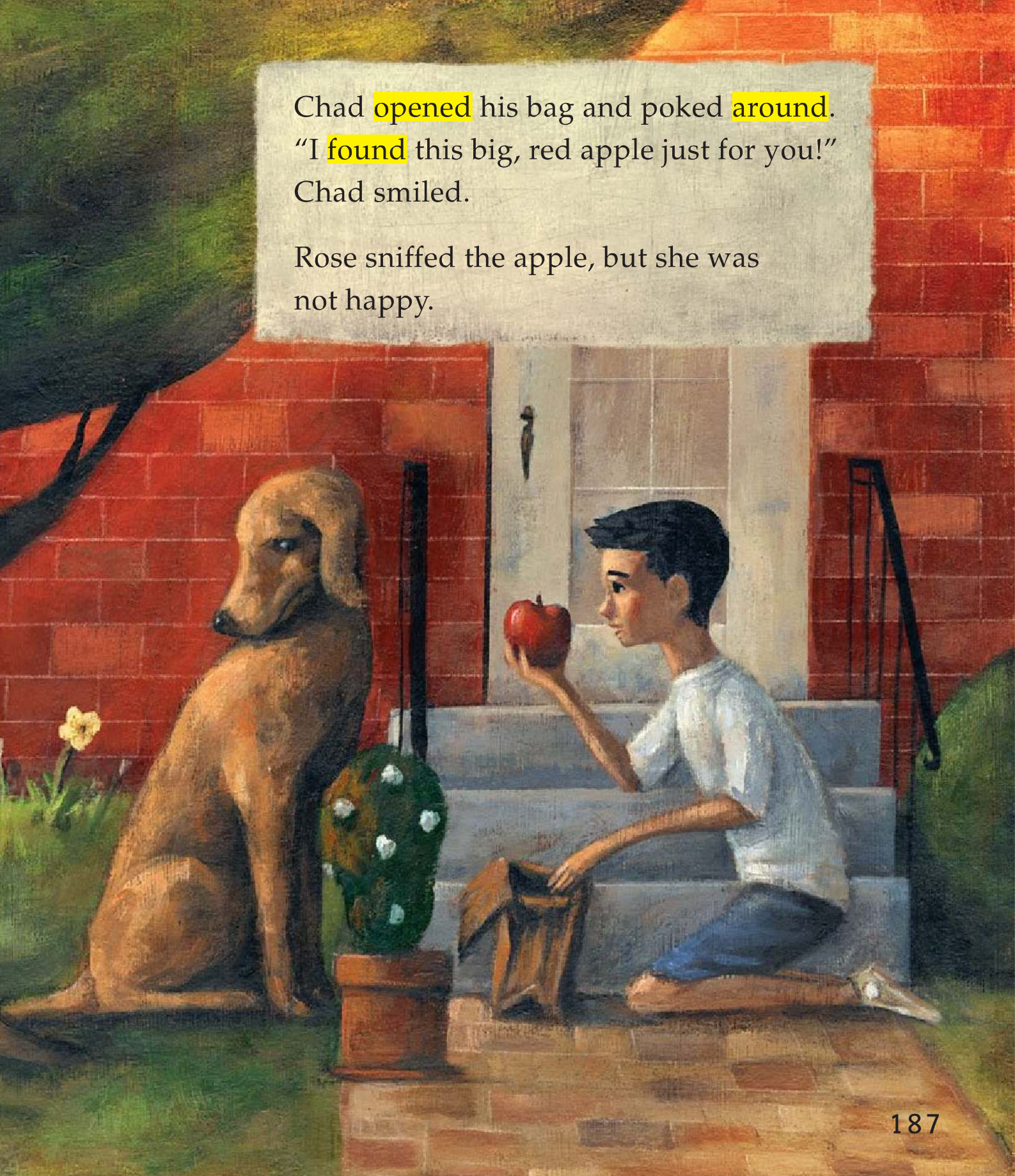


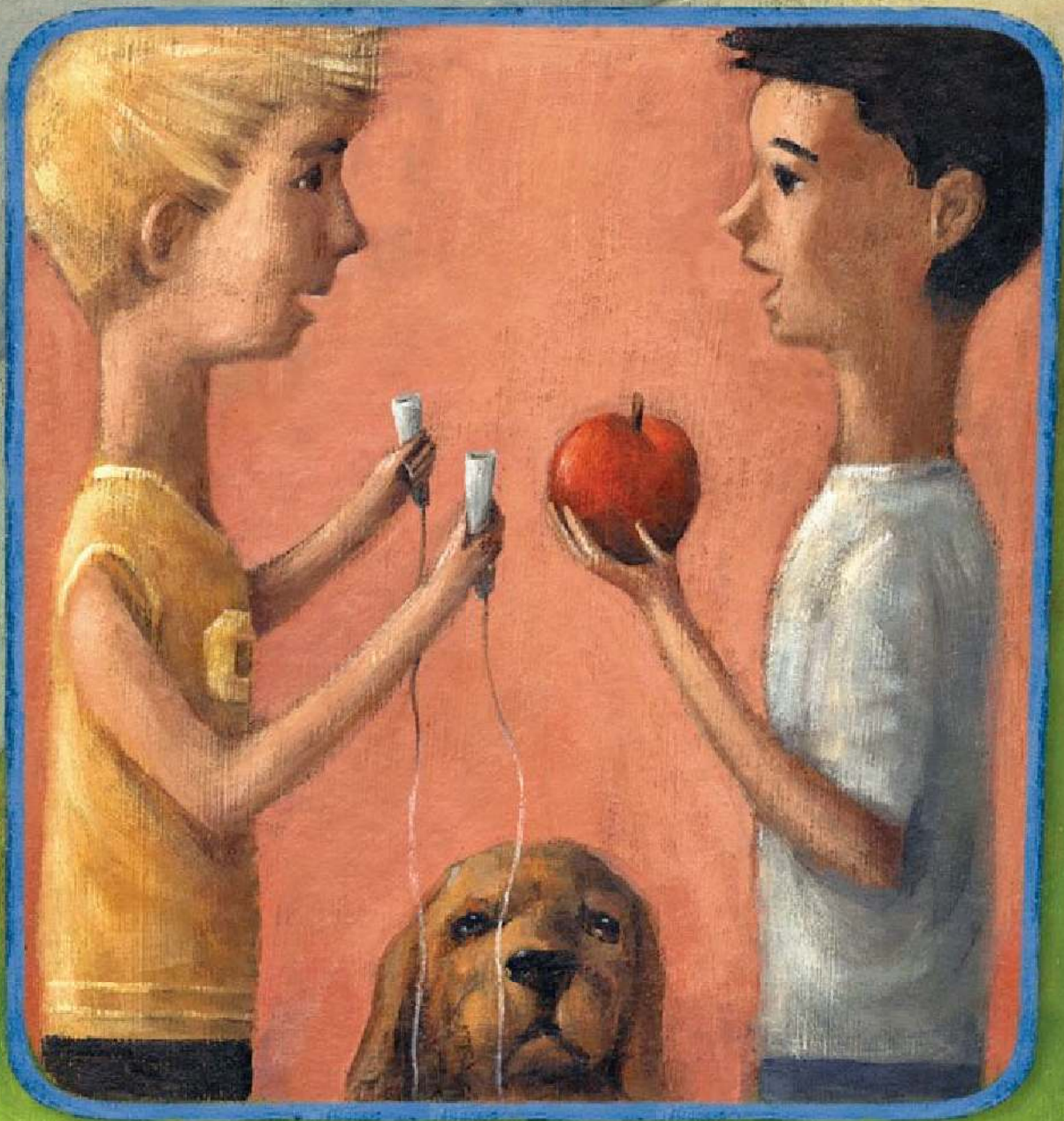
Chad spoke to Rose. "Would you like to play?"

Rose just sat there.

Chad opened his bag and poked around.
"I found this big, red apple just for you!"
Chad smiled.

Rose sniffed the apple, but she was
not happy.





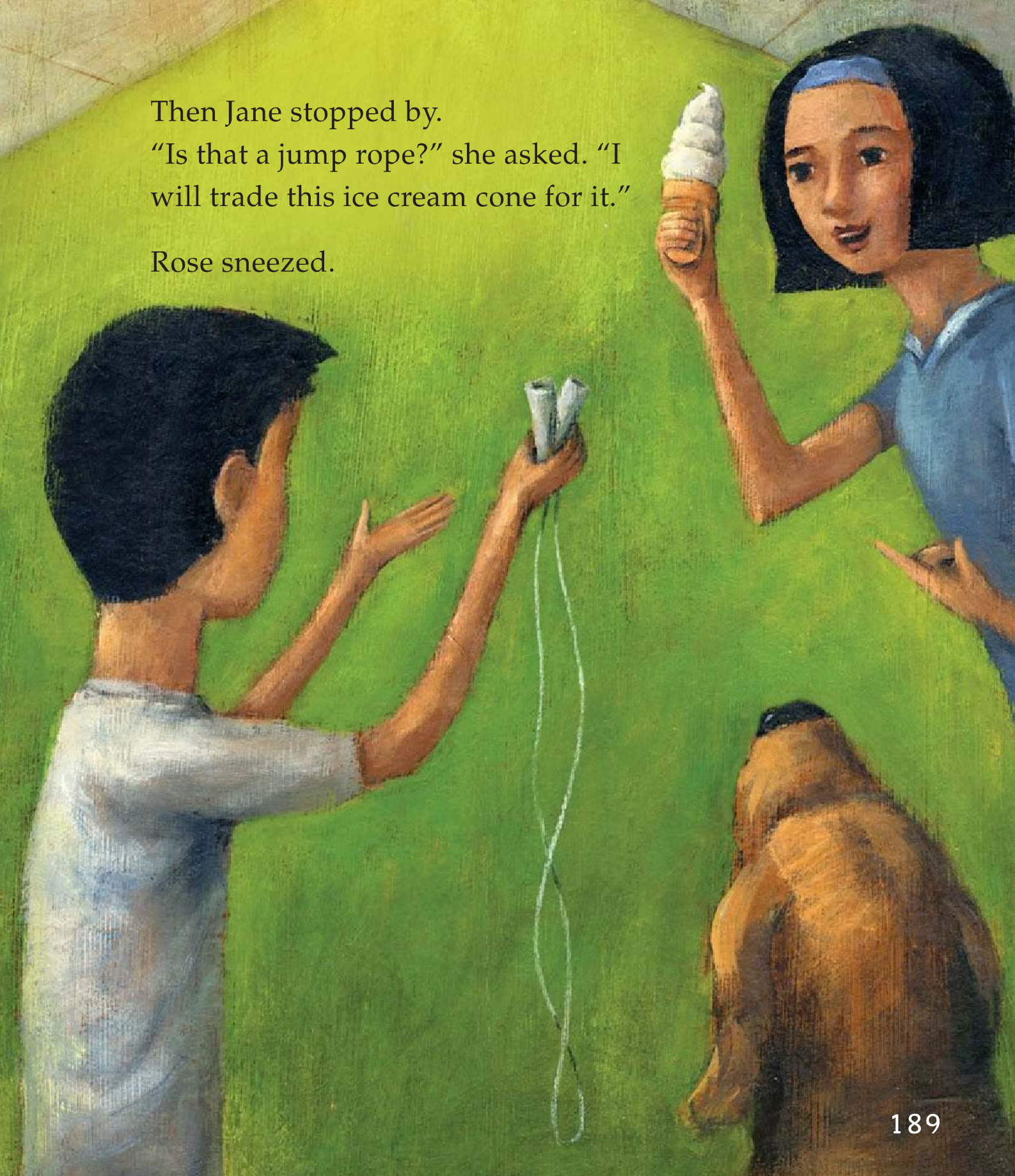
Then Dan walked by. "That apple looks good," he said. "I will trade a jump rope for it."

Rose looked away.

Then Jane stopped by.

"Is that a jump rope?" she asked. "I will trade this ice cream cone for it."

Rose sneezed.





Sam rode up and said, "An ice cream cone! Can I eat it?"

"Yes," Chad said, "but we need something for Rose."

"I know!" Sam grinned.
"Hang on, Rose!"

Sam came back with a big bone that made
Rose sit up. She jumped and her tail wagged
back and forth. She chomped on that bone
and then thanked Chad with a big, wet kiss!



Focus Skill



Draw Conclusions

Sometimes readers must use clues to figure things out in stories. Figuring things out this way is called **drawing conclusions**.

In this picture we can draw the conclusion that the children are walking to school.

Clues:

- They have books.
- There are school buses in front of the building.



Look at the picture.

What is your conclusion? What clues helped you?



Try This!

Look at the picture.

What is your
conclusion?

What clues
helped you?



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Words to Know

High-Frequency Words

love

city

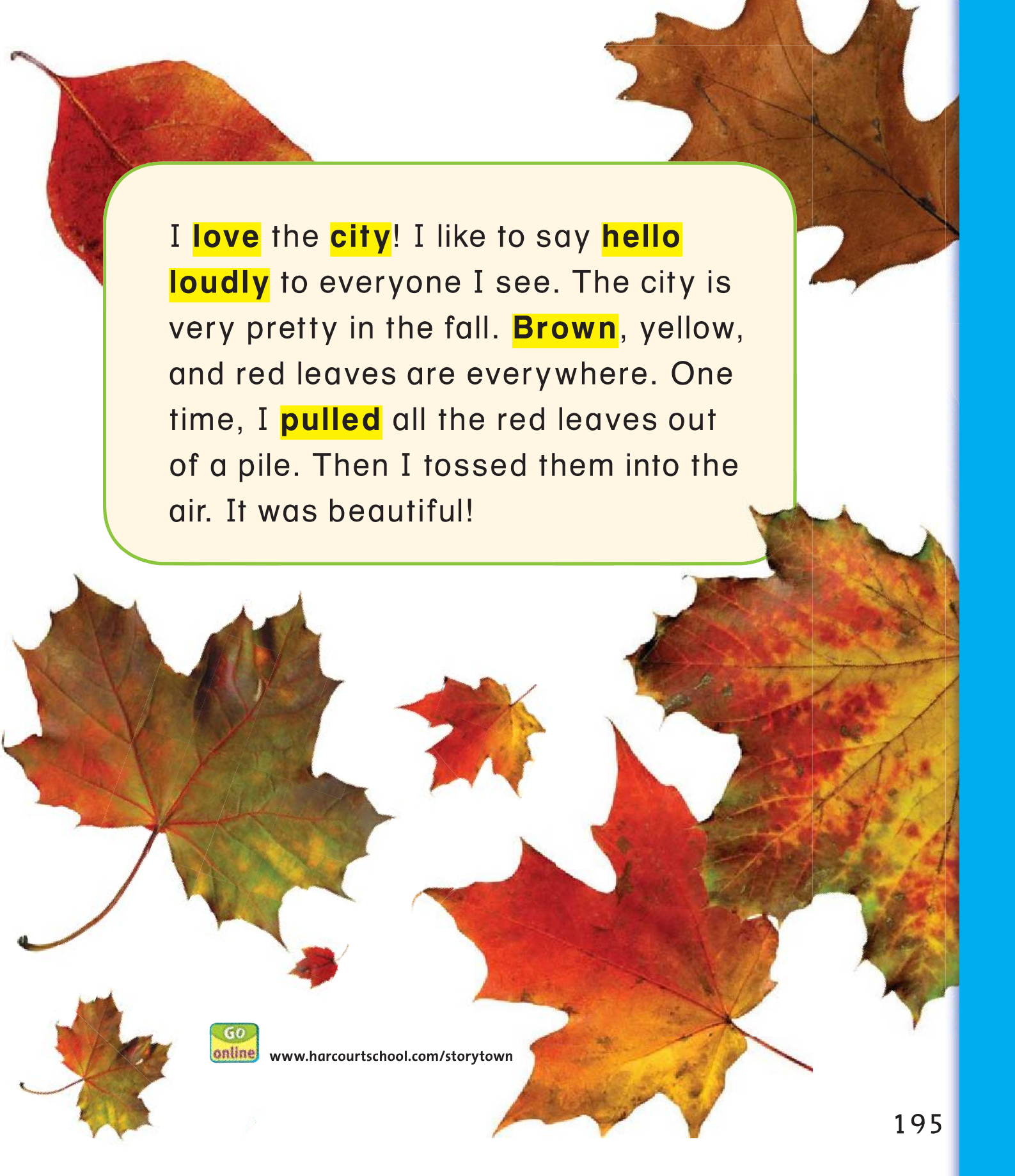
hello

loudly

brown

pulled





I **love** the **city**! I like to say **hello** **loudly** to everyone I see. The city is very pretty in the fall. **Brown**, yellow, and red leaves are everywhere. One time, I **pulled** all the red leaves out of a pile. Then I tossed them into the air. It was beautiful!





Genre Study

In nonfiction, an author sometimes uses a character to give information.

Who I Met	What I Did

Comprehension Strategy



Answer Questions

Answering questions helps you understand a story better.





On Saturday

by
**Nina
Crews**





On Saturday, the sun shone down
on the tree branches outside my window.
Birds chirped loudly. They woke me up.

My mother came in. "It's a beautiful day,
Jack. Get up. I'll make you toast."



On Saturday, the sun shone down on the sidewalk. Mr. Jones swept fall leaves into a big pile. The leaves were red, yellow, green, and **brown**. The wind blew the leaves as he swept. They whirled around and around.



"This wind keeps making more work for me," said Mr. Jones.

My mother and I helped him. People like to help each other on our block.

On Saturday, the sun
shone down on Kofi's steps. He
sang of people and of places.
He sang of hopes and dreams.



“In Africa, people love music,” he said. “They play music all the time.”

We love music and we love his songs.
We sang along.





On Saturday, the sun shone down
on Jean's dog, Rose. "Let's all take a walk,"
I said. I rubbed Rose's nose.

"You are good with dogs," said Jean.

"One day, I hope to have a dog, too," I said.



On Saturday, the sun shone down on Jeff's bike.

"**Hello**, Jack. It's a good day for a long ride," he said. Jeff looked at his wheels. Leaves were stuck between the spokes. He **pulled** them out. Then off he rode.



On Saturday, the sun shone down on the food at the farmer's market. It shone down on the fruit and vegetables. The farmer had a lot to sell. He drives here on Saturdays in his big truck.

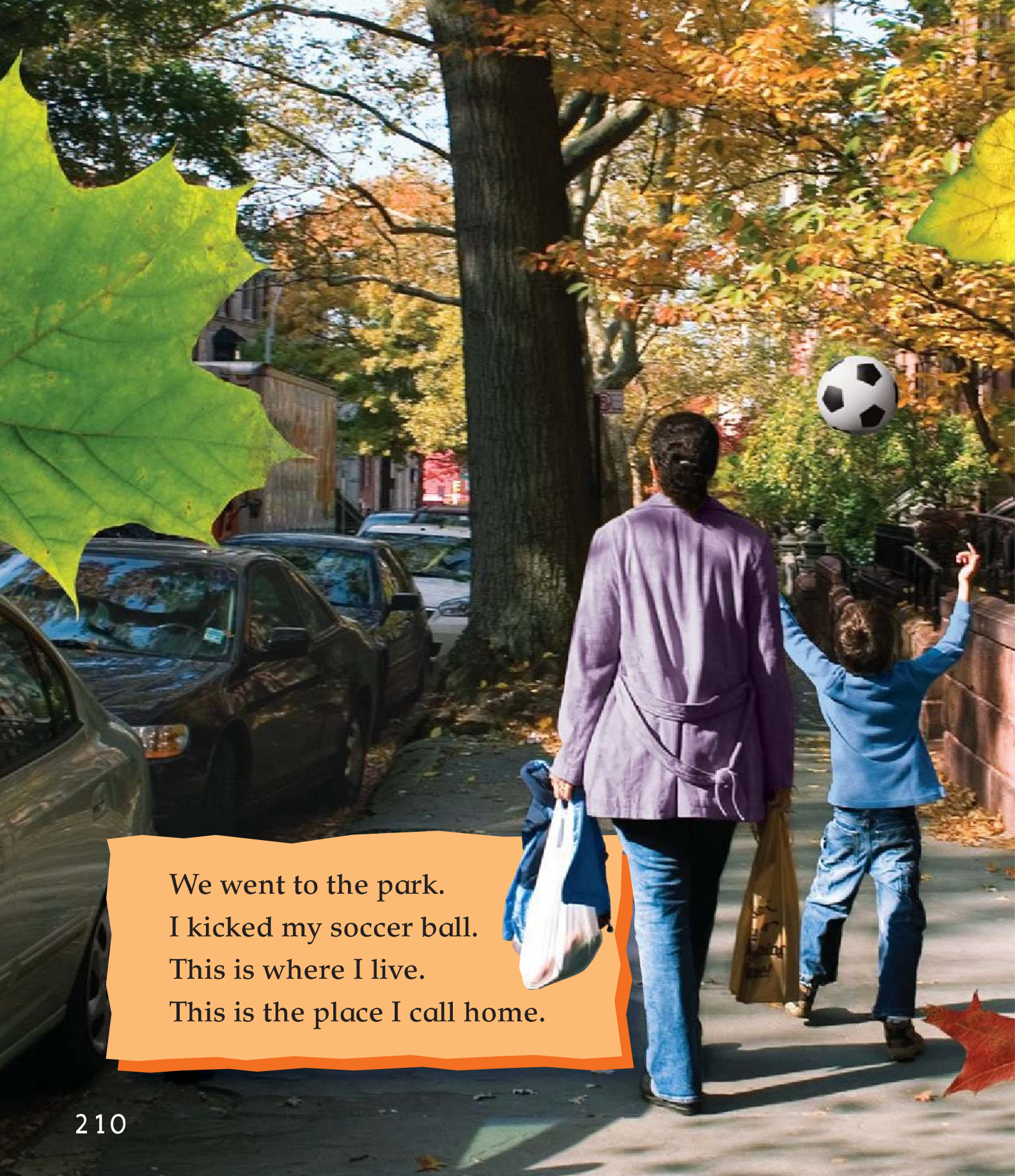


We chose apples and beans.
"Thank you," said the farmer.
"See you next Saturday!"

On Saturday, the sun shone down on the birds, the **city** sidewalks, the trees, the cars, and the people walking by.







We went to the park.
I kicked my soccer ball.
This is where I live.
This is the place I call home.

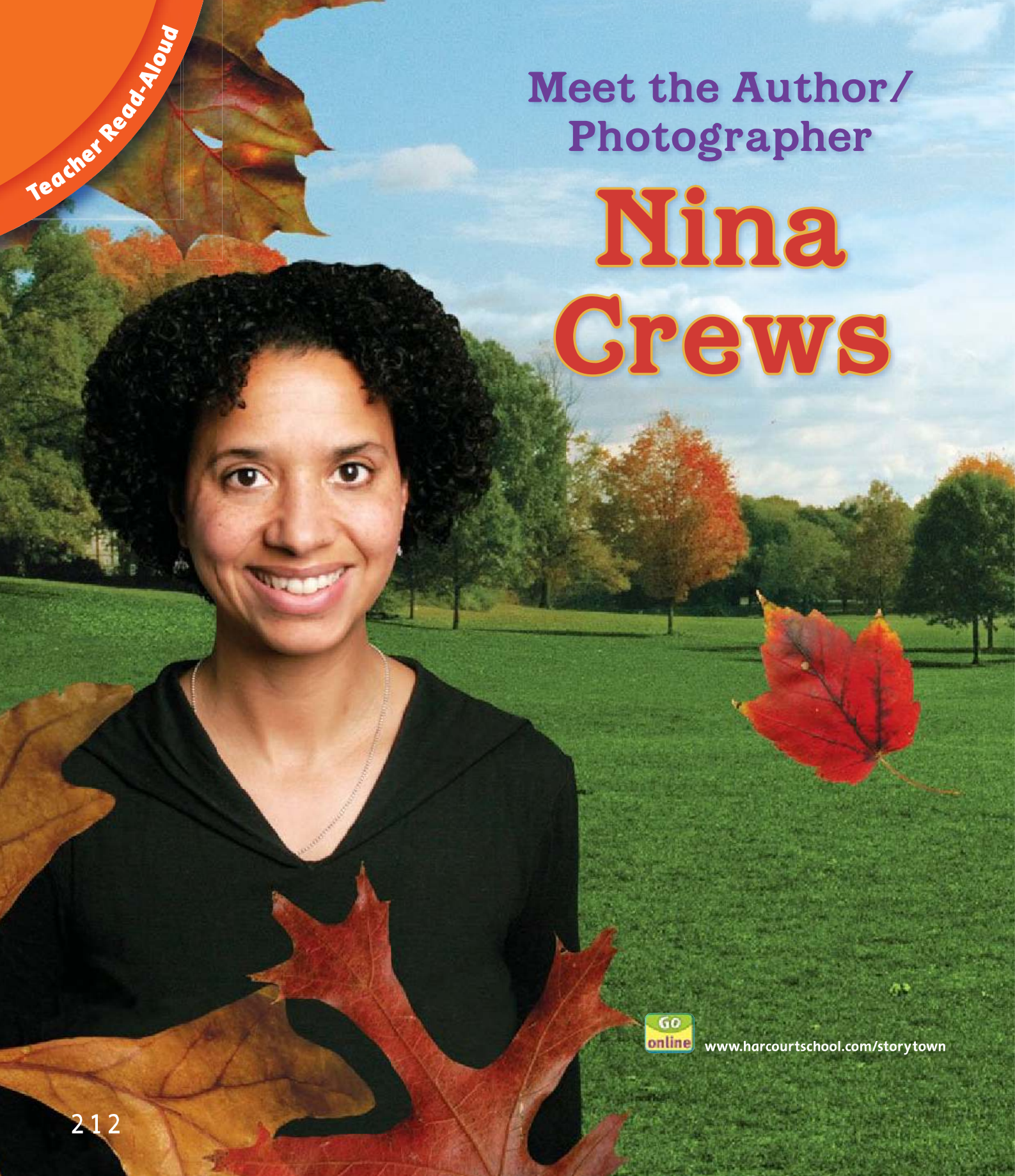
Think Critically

- 1 Is Jack happy living in his neighborhood? How do you know?  DRAW CONCLUSIONS
- 2 Name some ways people are kind to each other. DETAILS
- 3 How can you tell that Jack lives in a city neighborhood? MAKE INFERENCES
- 4 How can you tell that Kofi is proud of Africa?  DRAW CONCLUSIONS
- 5 **WRITE** Write about a friendly person in your neighborhood.

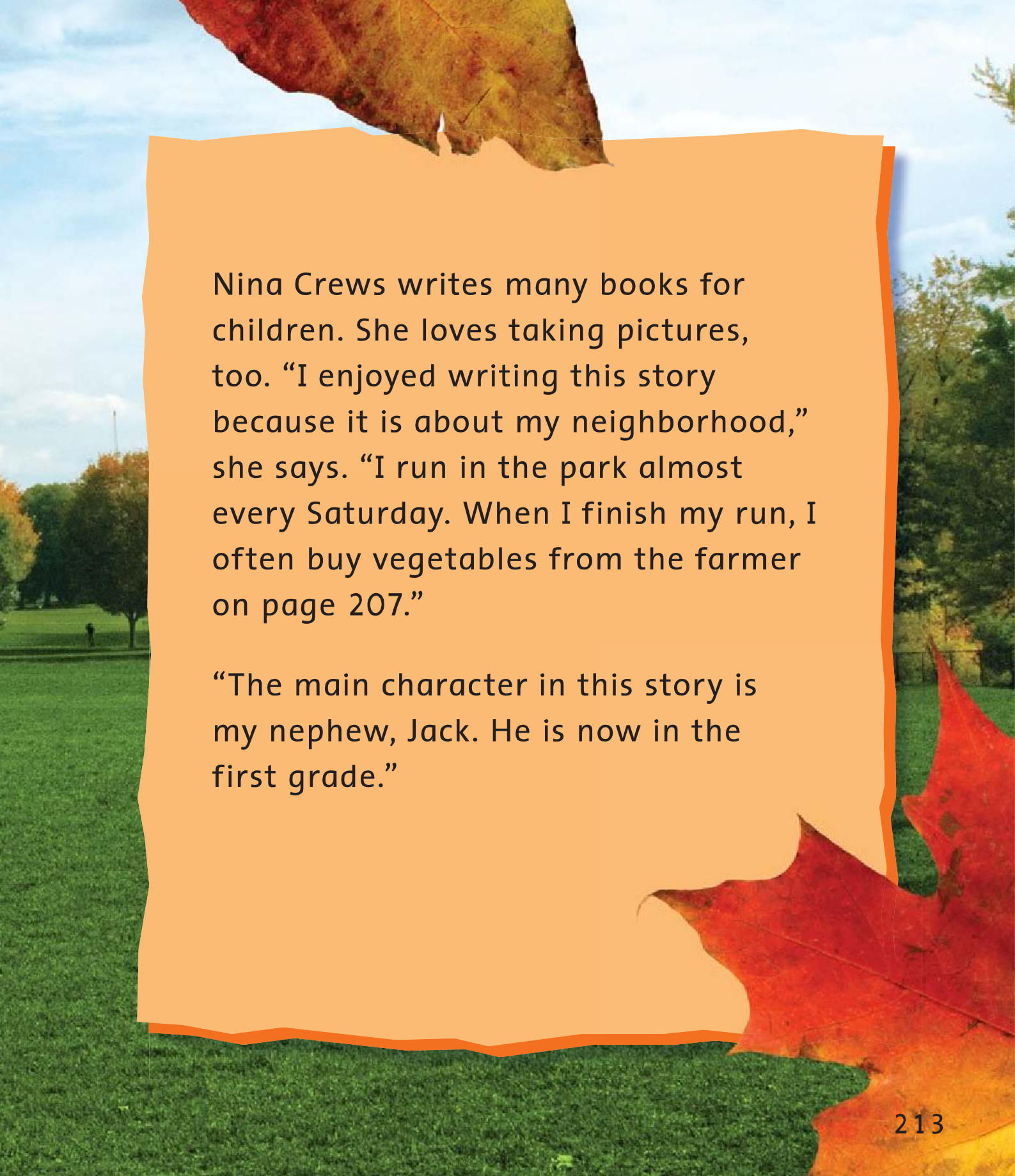
WRITING RESPONSE

Meet the Author/
Photographer

Nina Crews

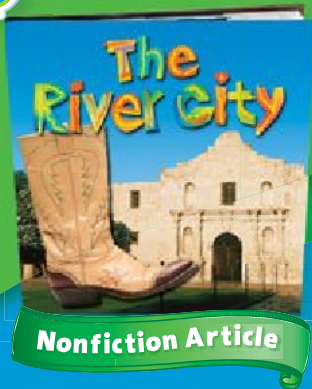


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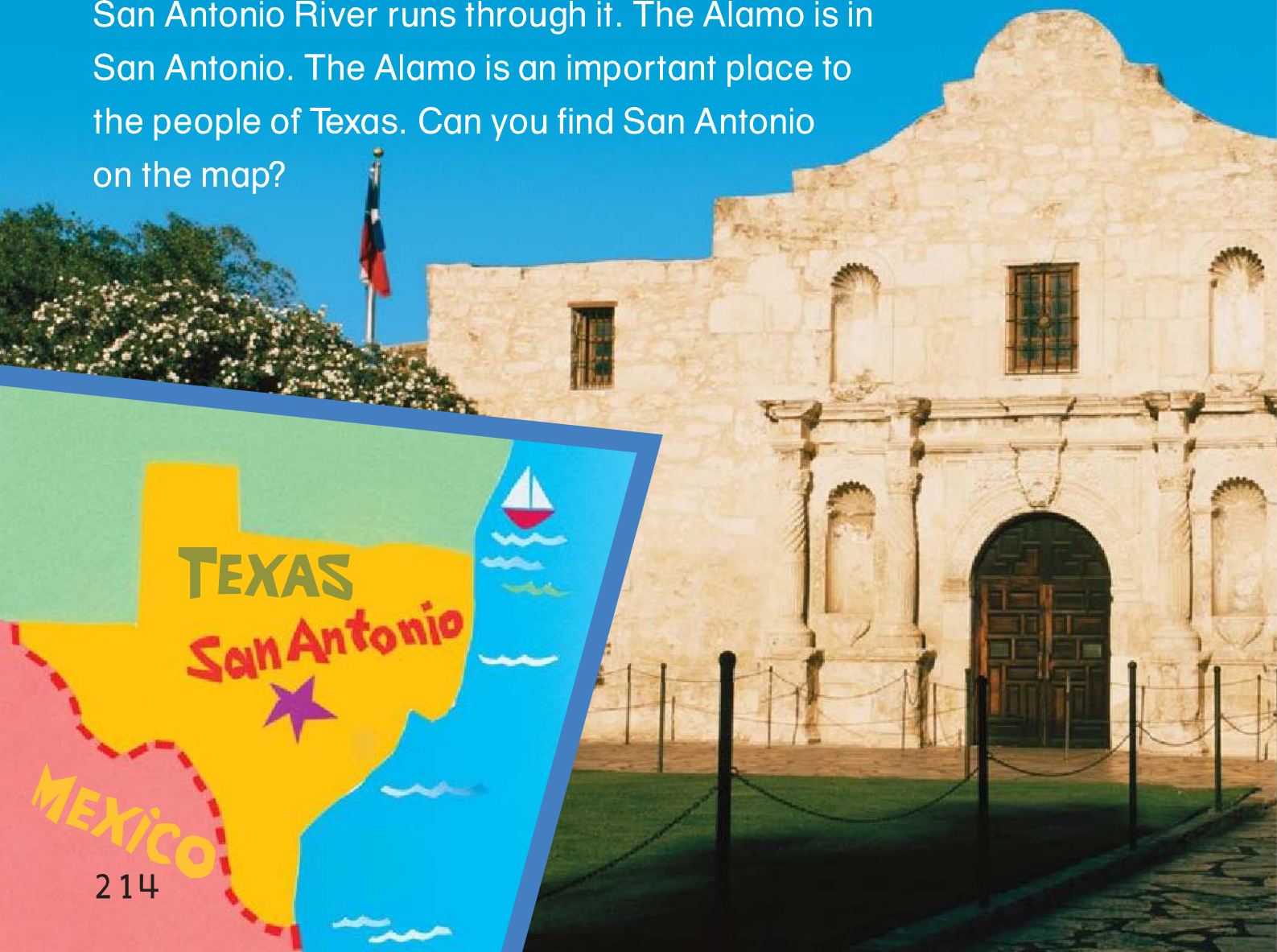
Nina Crews writes many books for children. She loves taking pictures, too. “I enjoyed writing this story because it is about my neighborhood,” she says. “I run in the park almost every Saturday. When I finish my run, I often buy vegetables from the farmer on page 207.”

“The main character in this story is my nephew, Jack. He is now in the first grade.”



The River City

San Antonio is called the River City because the San Antonio River runs through it. The Alamo is in San Antonio. The Alamo is an important place to the people of Texas. Can you find San Antonio on the map?





People who come to visit San Antonio like to visit the River Walk. They can take a boat ride on the river and shop and eat at places along its bank.



The San Antonio Zoo has many kinds of animals. It was one of the first zoos to show animals not living in cages. It has one of the largest groups of birds anywhere in the world!

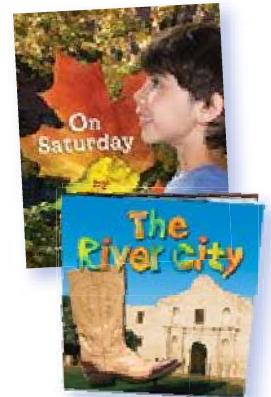


People come from other places to live and work in San Antonio. That's because San Antonio is a large city with jobs and homes for many people.

Connections

Comparing Texts

- 1 How are the neighborhoods in the story and the article the same?
- 2 Tell about some people and places in your neighborhood.
- 3 What do you like to do in your neighborhood on Saturdays?



Writing

Think about the people Jack visits. Then think of someone you like to visit. Write to tell what that person is like.

My grandpa is nice.
He likes to read to
me. He is very funny.
Grandpa always
tells me jokes.

Phonics

Make and read new words.

Start with **bone**.

Change **b** to **c**.

Change **n** to **d**.

Change **c** to **r**.

Change **d** to **s**.

Fluency Practice

Read the story aloud with a partner. When you see a comma, stop for just a second. Stop longer for a period. When you see a question mark, read as if you are asking a question.



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by Sandra Widener • illustrated by Chris Lensch

Read this Get Started Story.



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Learn to draw conclusions as I read.

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Learn to read and write new high-frequency words.

“Mystery of the Night Song” 232

by Eloise Greenfield • illustrated by Frank Morrison

- Learn the features of a mystery.



- Learn how to make inferences as I read.

“Make Some Music” 254

Learn about musical instruments.

Connections 256

- Compare texts.
- Write about a mystery.
- Practice building words.
- Reread for fluency.



Lesson 24

1

Get Started Story

What Is
in the
Hedge?

by Sandra Wisener
illustrated by Chris Lensch

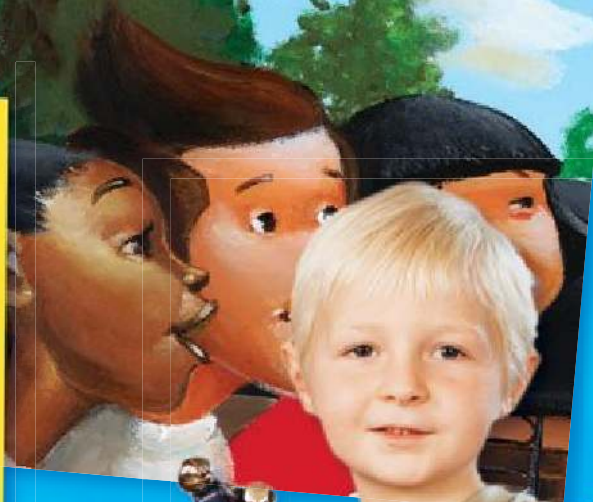


2

Genre: Realistic Fiction

Mystery
of the
Night Song

by Eloise Greenfield
illustrated by
Frank Morrison



3

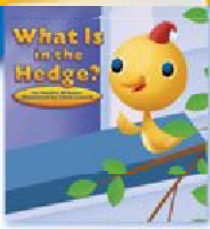
Genre: Nonfiction Article

Make Some

Music



Get Started Story



Phonics

Words with g
and dge

Words to Know

Review

light

gone

tired

open

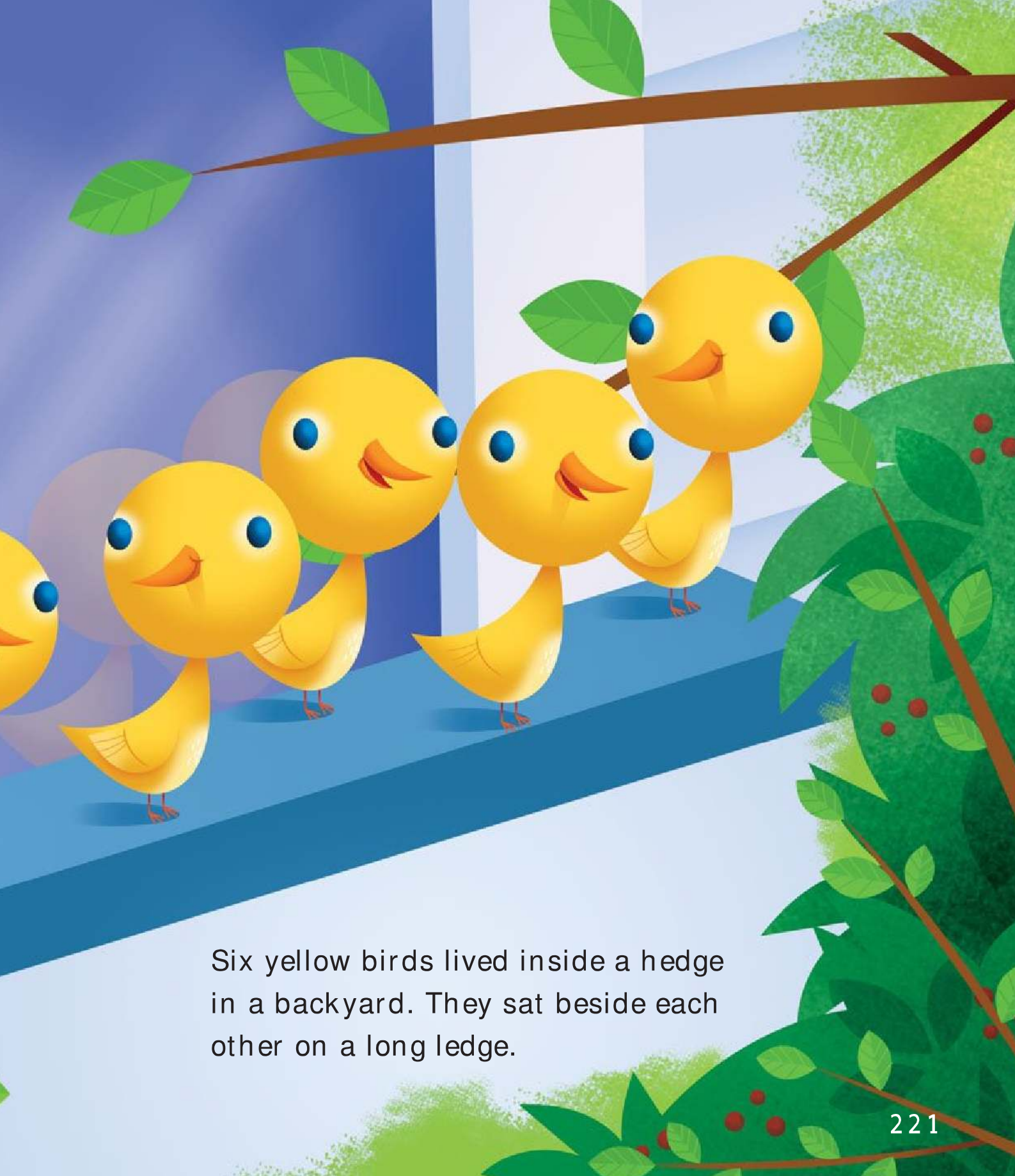
loudly

found

What Is in the Hedge?

by Sandra Widener
illustrated by Chris Lensch





Six yellow birds lived inside a hedge
in a backyard. They sat beside each
other on a long ledge.

The day ended, and the light was gone.
The tired birds were snug in the nest.
They each wore a cap and went to sleep.



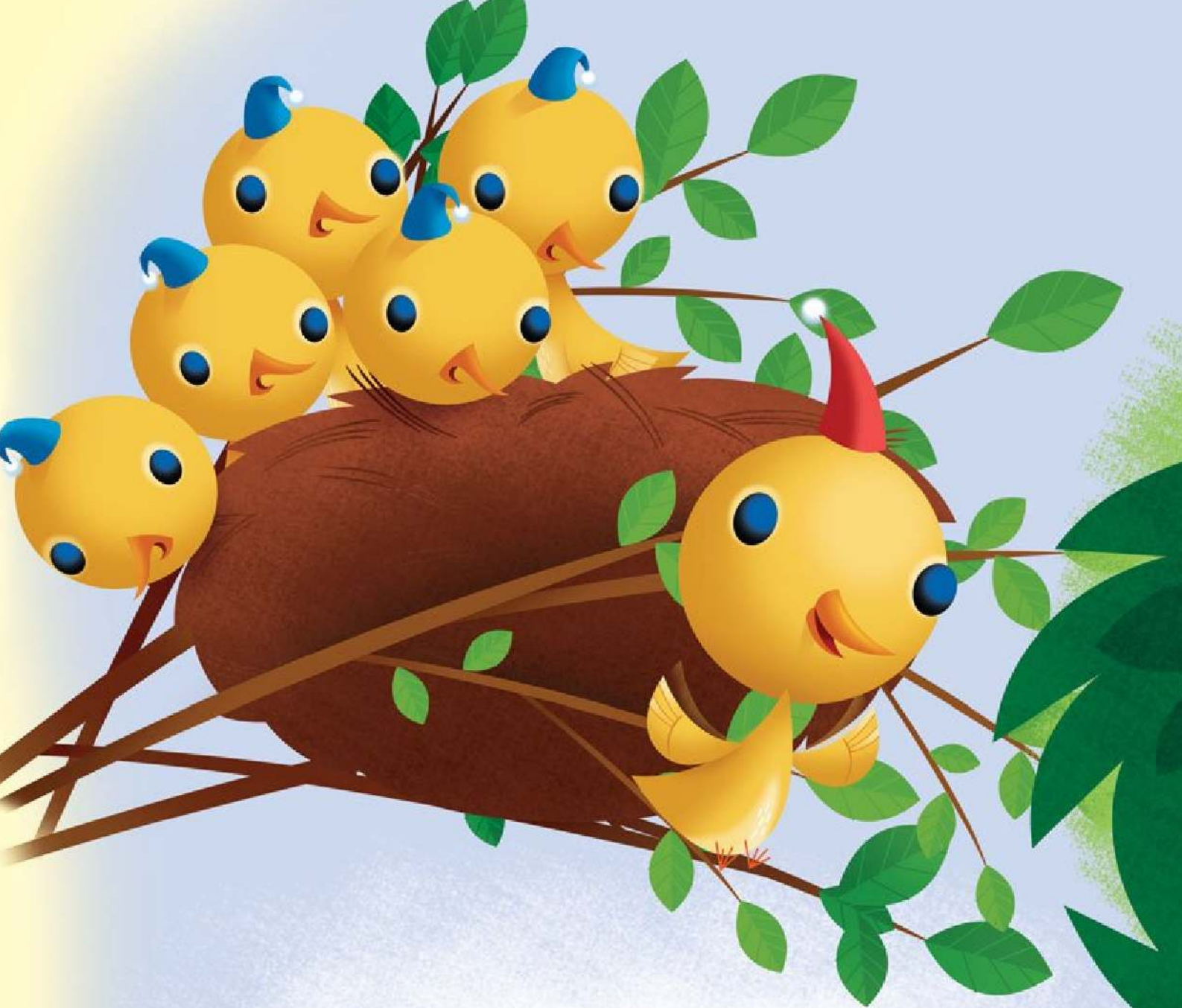


Then came a loud Crunch! Snap! Crack!
Each bird was now awake! Each beak was
open wide.

Crack! Crunch! Snap!

What is in the hedge? What is keeping
six yellow birds wide awake? What is
cracking and snapping so **loudly**?





Marge was the bravest bird. She leaped off the nest and rushed into the hedge. She **found** that cracking, crunching snap.

Five birds waited for brave Marge.
“Is it a fox? Is it a cat? Is it a large hedgehog?
What is it? Tell us!” chirped the birds.





Marge rested on the ledge. "It's just rabbits!" she sang. "Those rabbits are nice, so we can curl up in our nest and go back to sleep."

Focus Skill



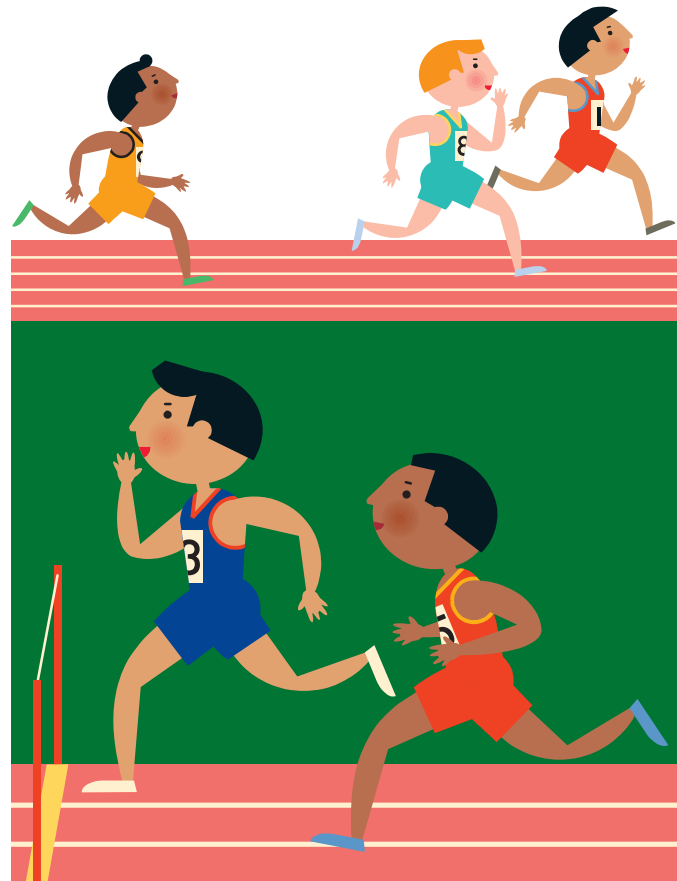
Draw Conclusions

Sometimes readers must use clues to figure things out in stories. Figuring things out this way is called **drawing conclusions**.

In this picture we can draw the conclusion that these people are running a race.

Clues:

- People are running on a track.
- They are wearing numbers.



Look at the picture.

What is your conclusion? What clues helped you?



Try This!

Look at the picture.
What is your
conclusion? What
clues helped you?



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Words to Know

High-Frequency Words

remembered

visitor

high

become

busy

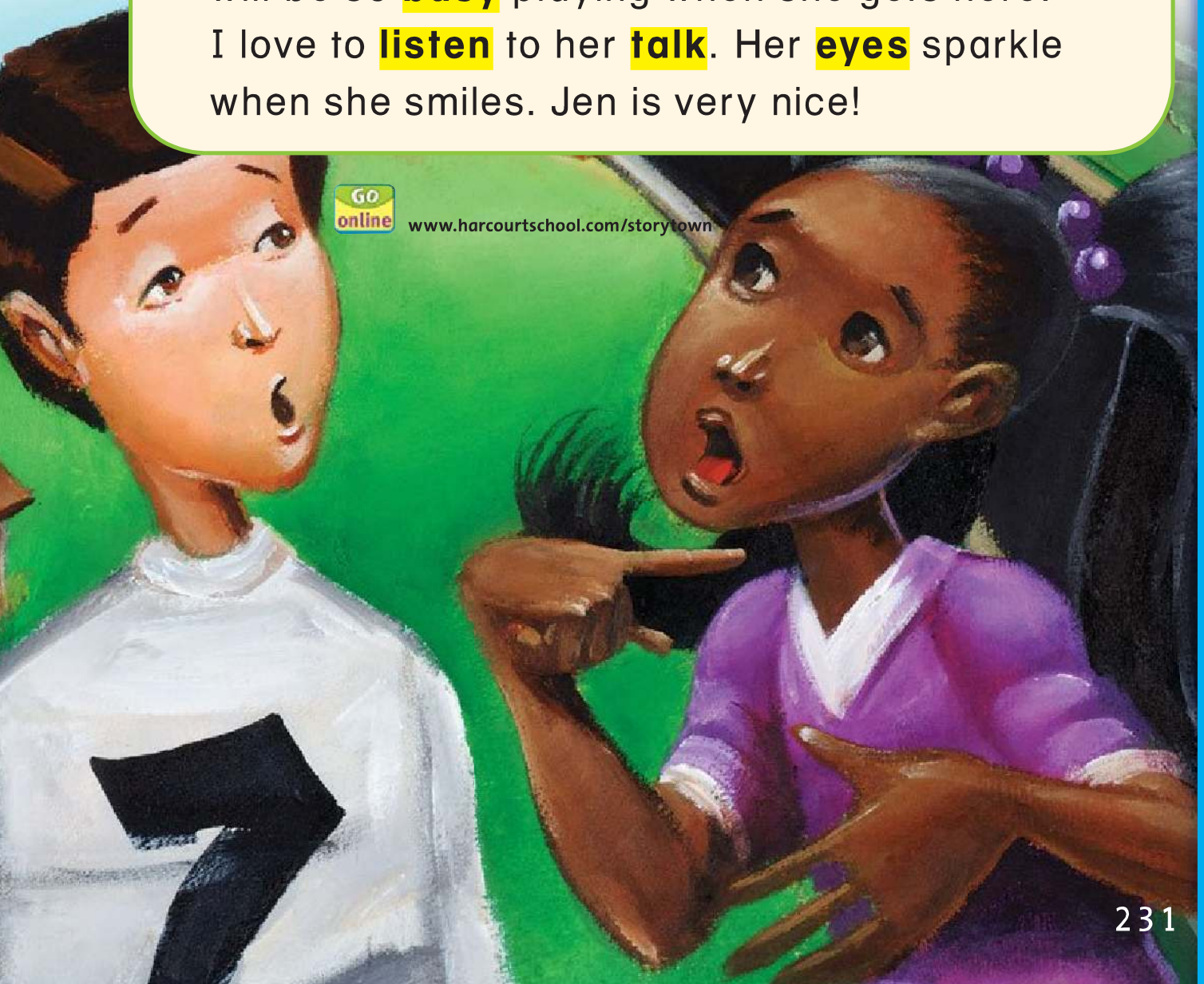
listen

talk

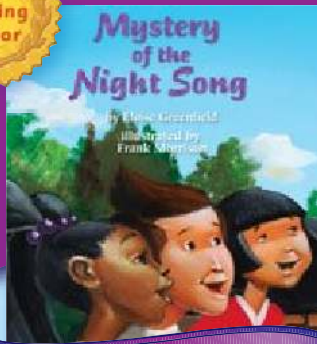
eyes



Hooray! I just **remembered** something. A **visitor** is coming to see me. She is flying here with her mom. They are **high** up in the sky now. The plane will land soon. My visitor's name is Jen. We have **become** such good friends. We will be so **busy** playing when she gets here. I love to **listen** to her **talk**. Her **eyes** sparkle when she smiles. Jen is very nice!



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Realistic Fiction

Genre Study

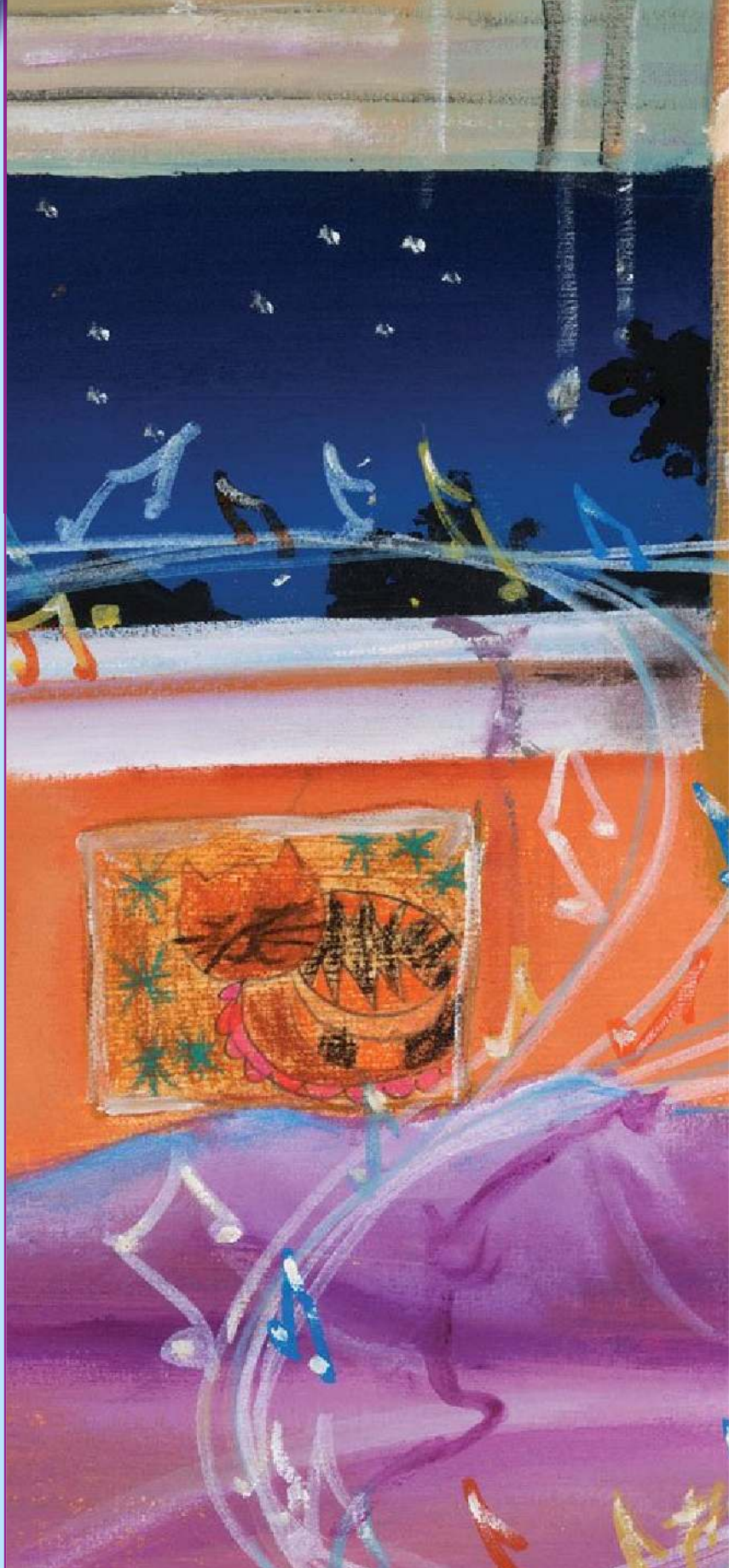
Mystery stories often begin with something unusual happening. Then characters follow clues to solve the mystery.

Clues	What I Think

Comprehension Strategy



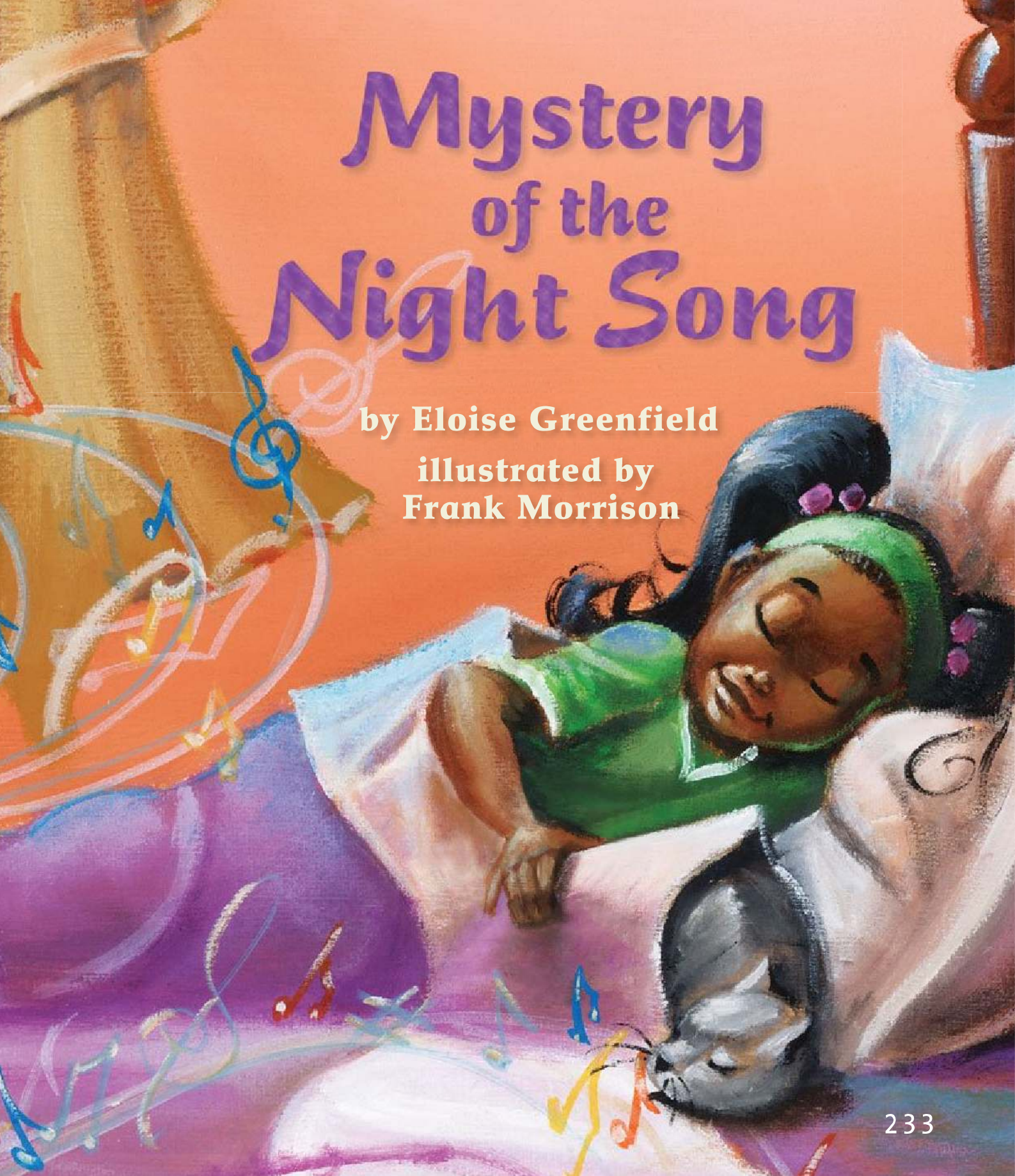
Monitor Comprehension: Make Inferences As you read, think about the clues the author has left for you.



Mystery of the Night Song

by Eloise Greenfield

illustrated by
Frank Morrison

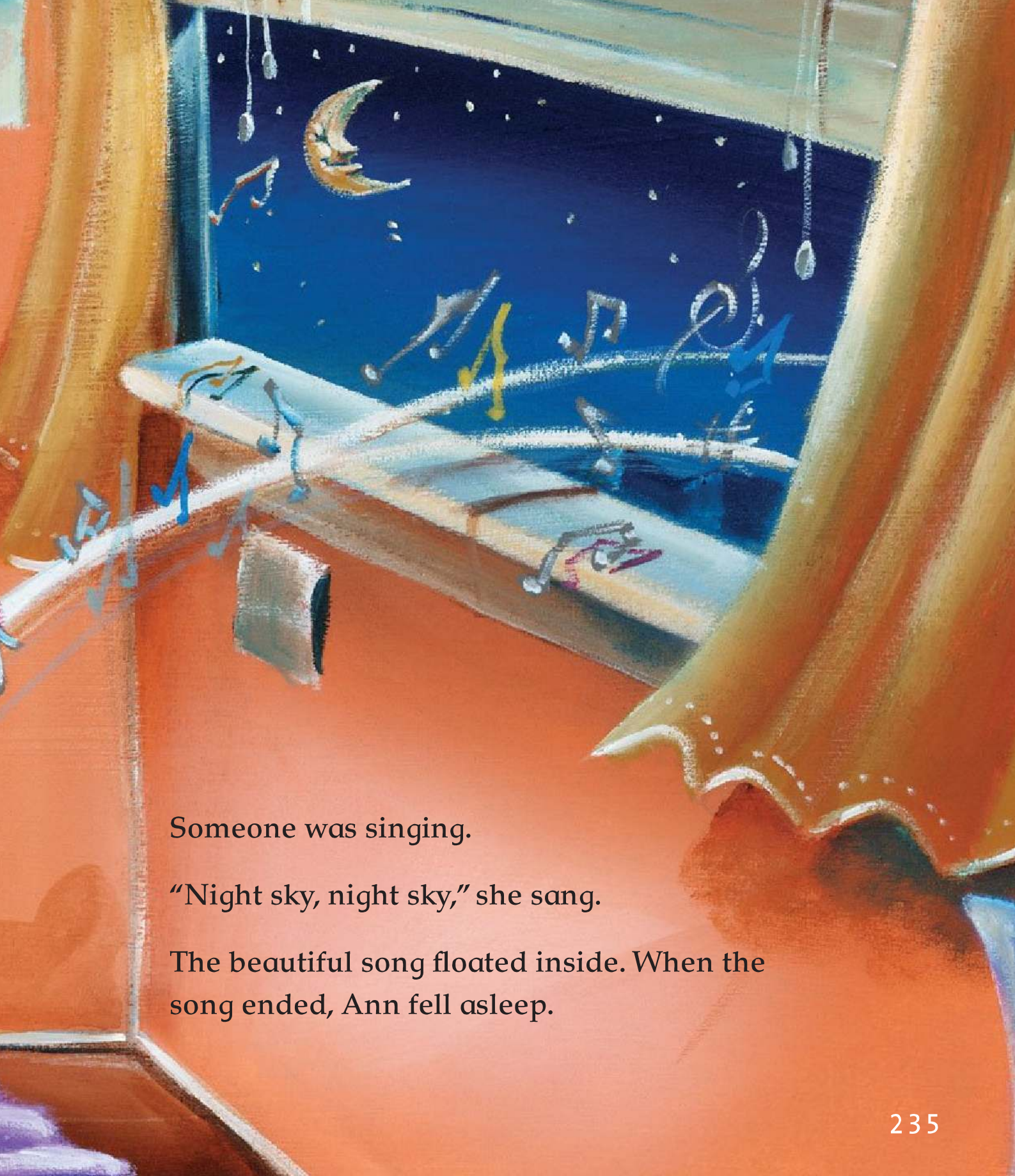


Ann was in bed.

She closed her **eyes**. The window was open.

Ann felt the fresh air.





Someone was singing.

"Night sky, night sky," she sang.

The beautiful song floated inside. When the song ended, Ann fell asleep.

The next day Ann played in Kate's backyard.
Roger was there, too.

"Did you hear someone sing last night?"
Ann asked.

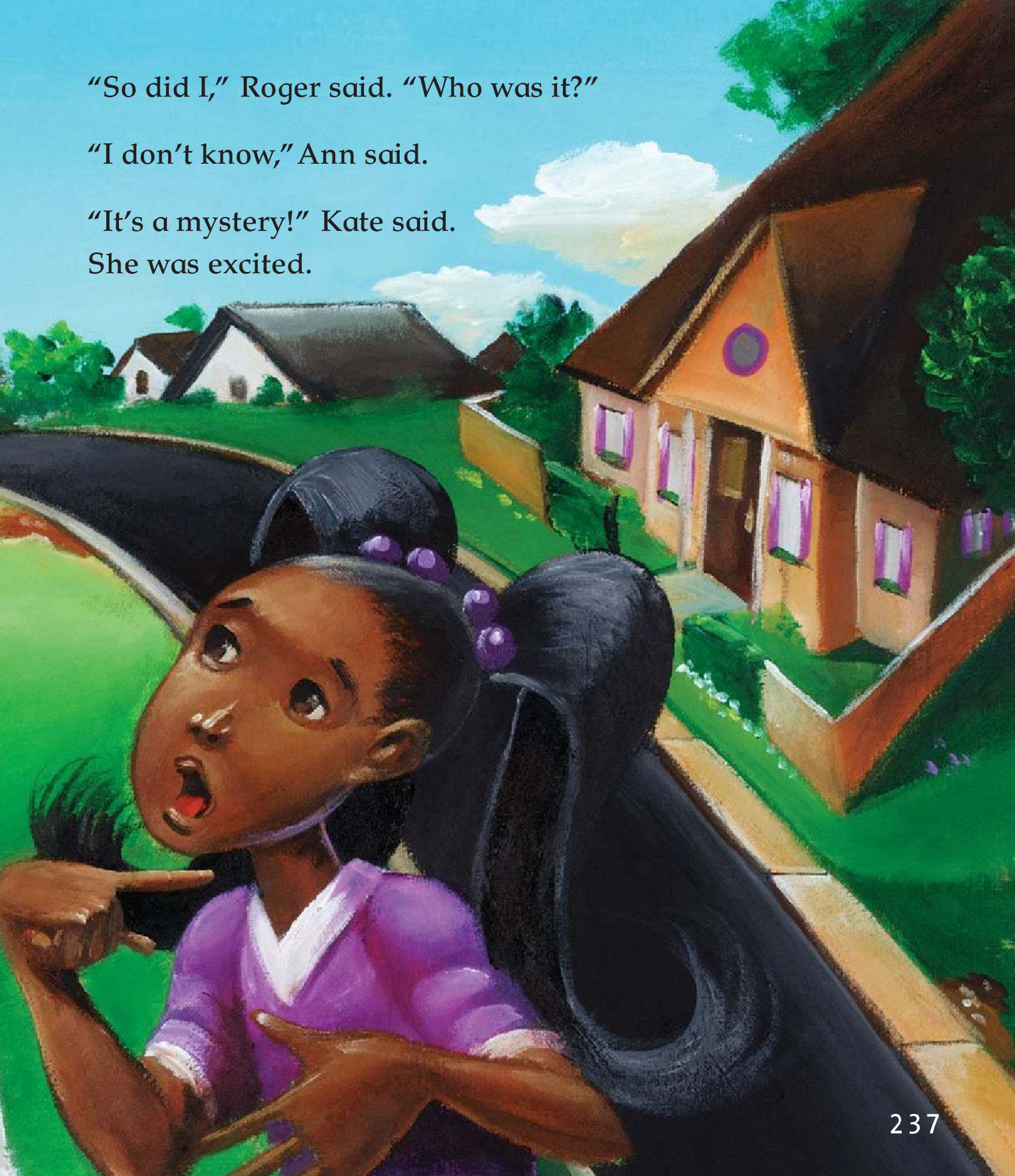
"I did," Kate said.



"So did I," Roger said. "Who was it?"

"I don't know," Ann said.

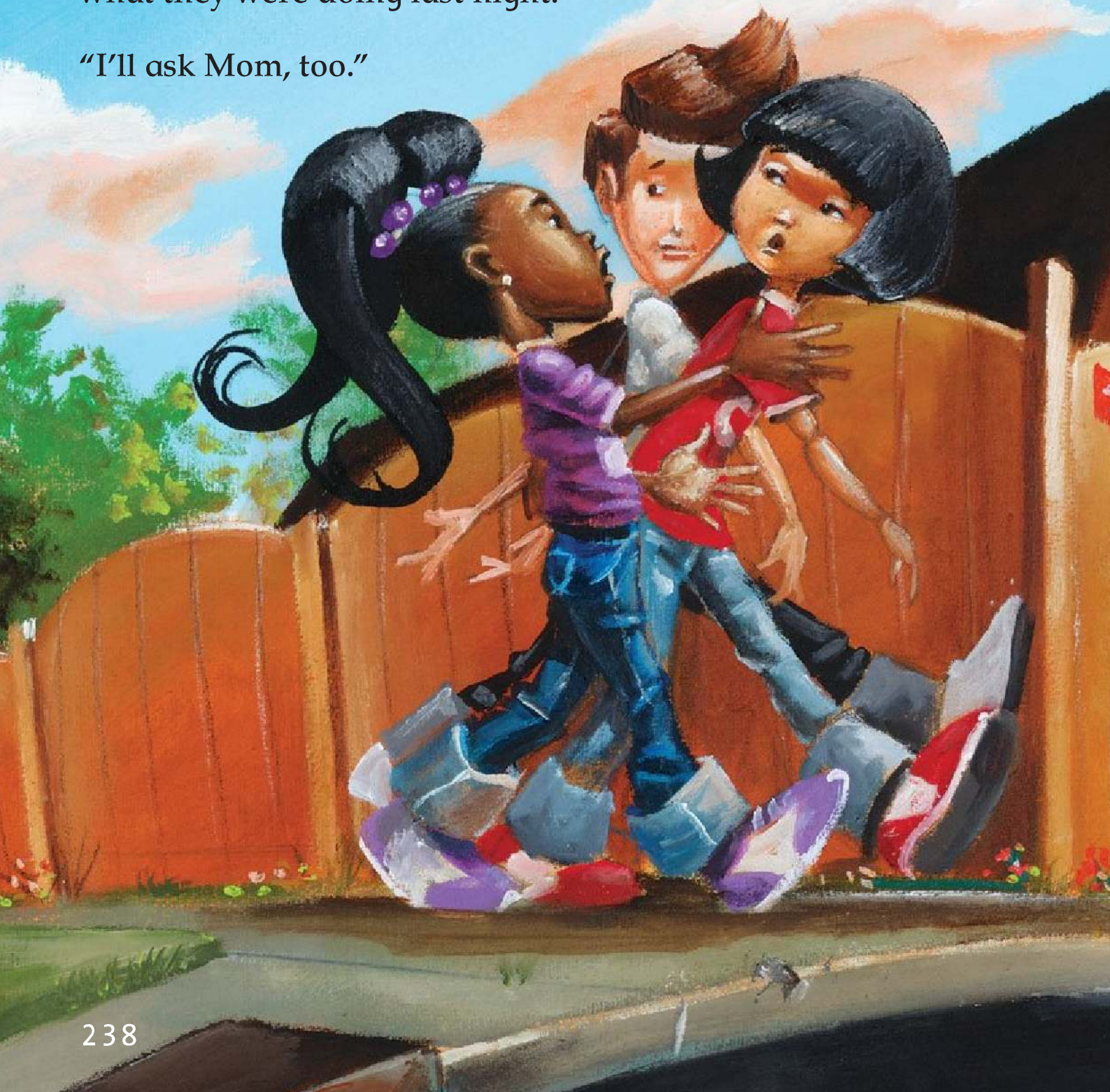
"It's a mystery!" Kate said.
She was excited.



"Maybe it was a neighbor," Ann said.

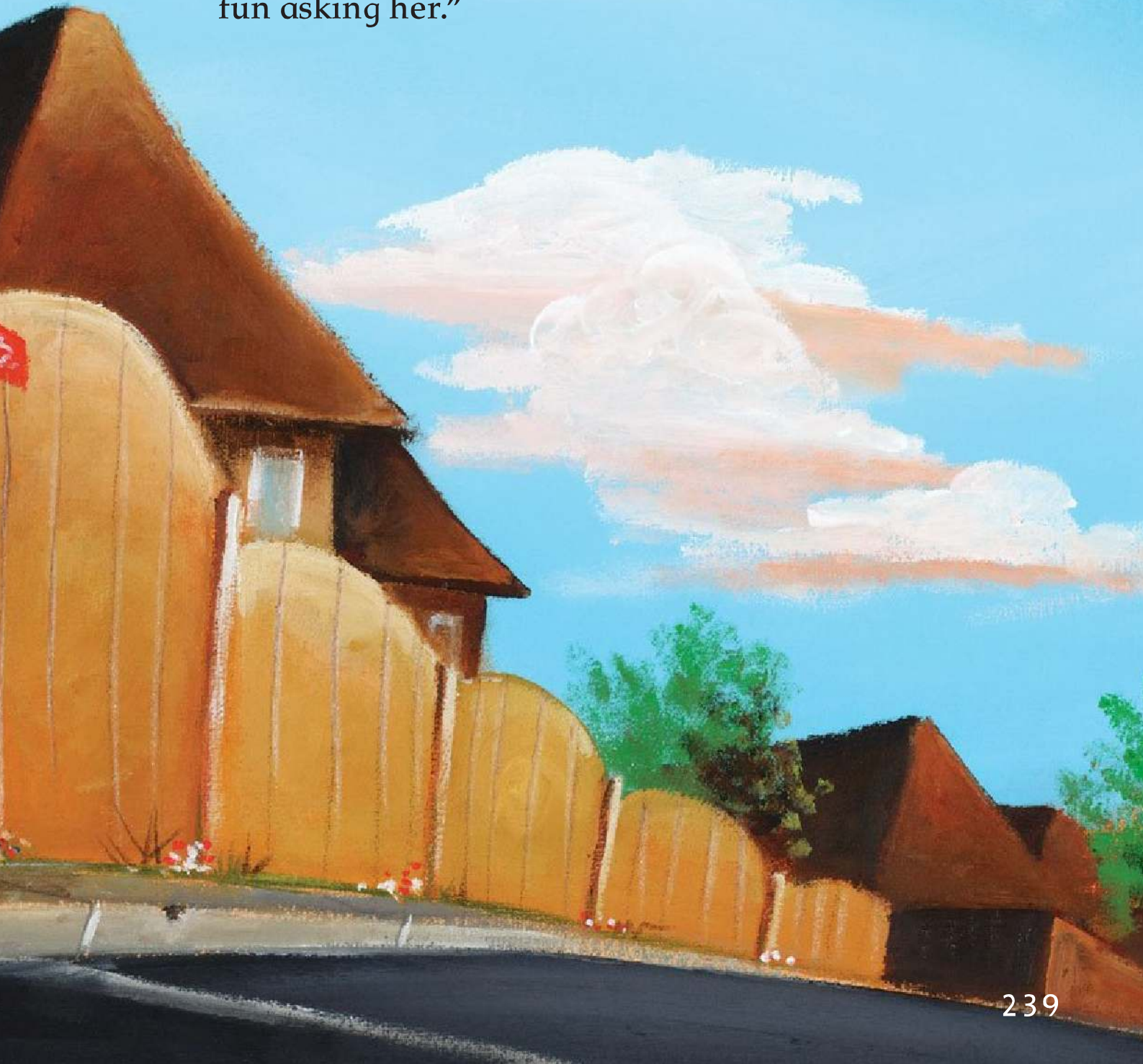
"Let's **talk** to the neighbors. We can ask what they were doing last night."

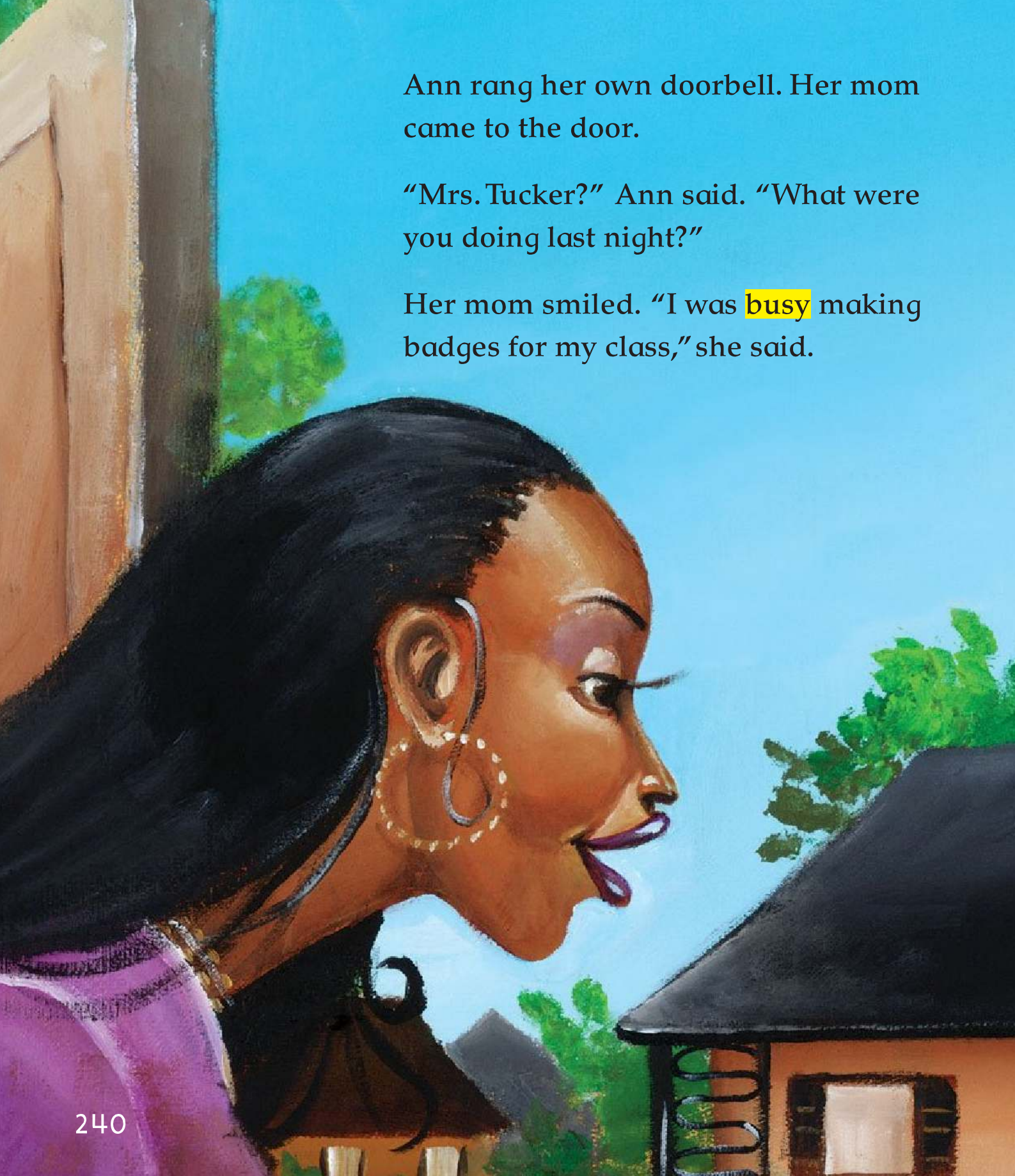
"I'll ask Mom, too."



“Why?” Roger asked. “Wouldn’t you know if it were your mom?”

“I would,” Ann said. She giggled. “But I’ll have fun asking her.”





Ann rang her own doorbell. Her mom came to the door.

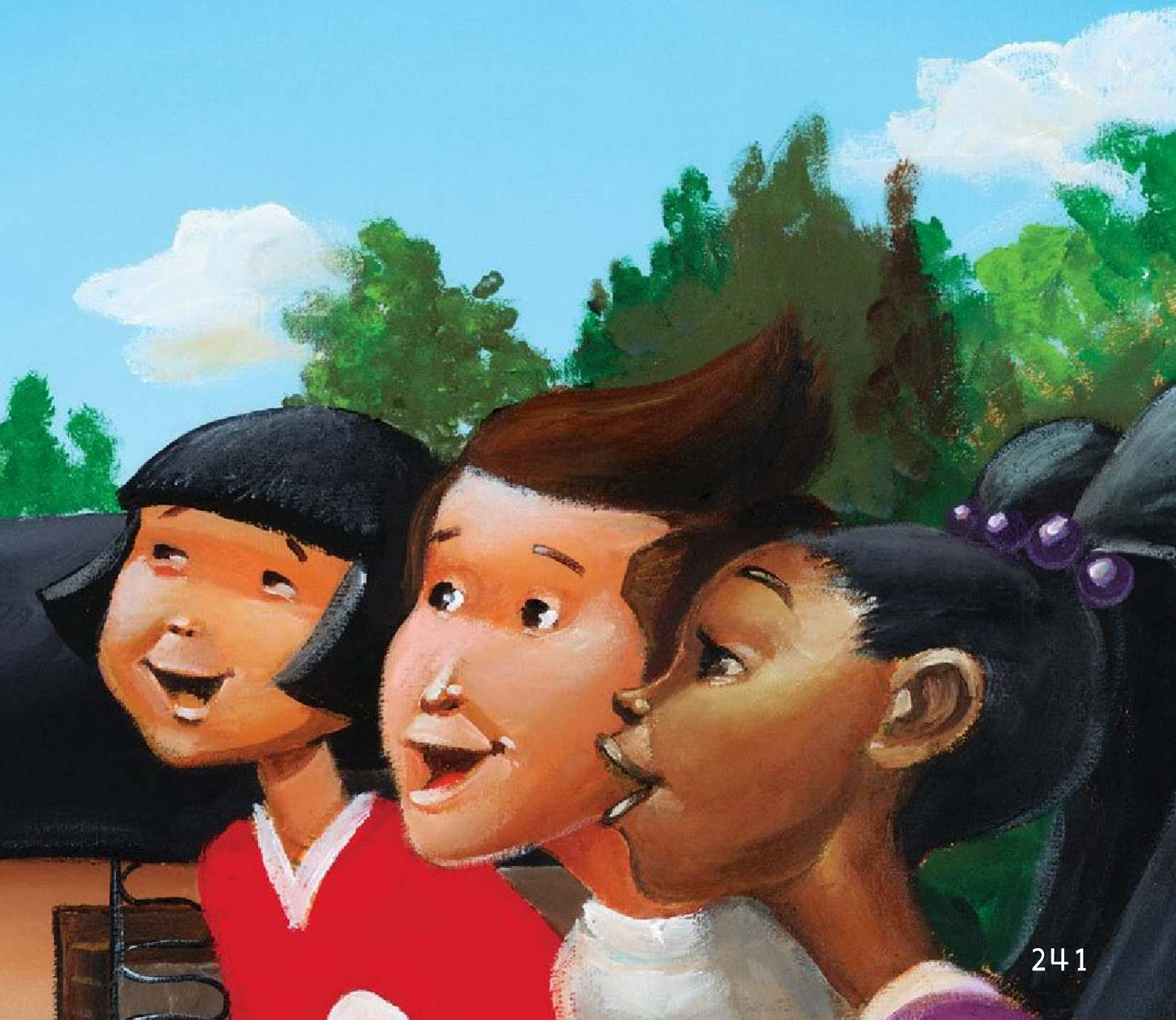
“Mrs. Tucker?” Ann said. “What were you doing last night?”

Her mom smiled. “I was **busy** making badges for my class,” she said.

“Aha!” Kate said.

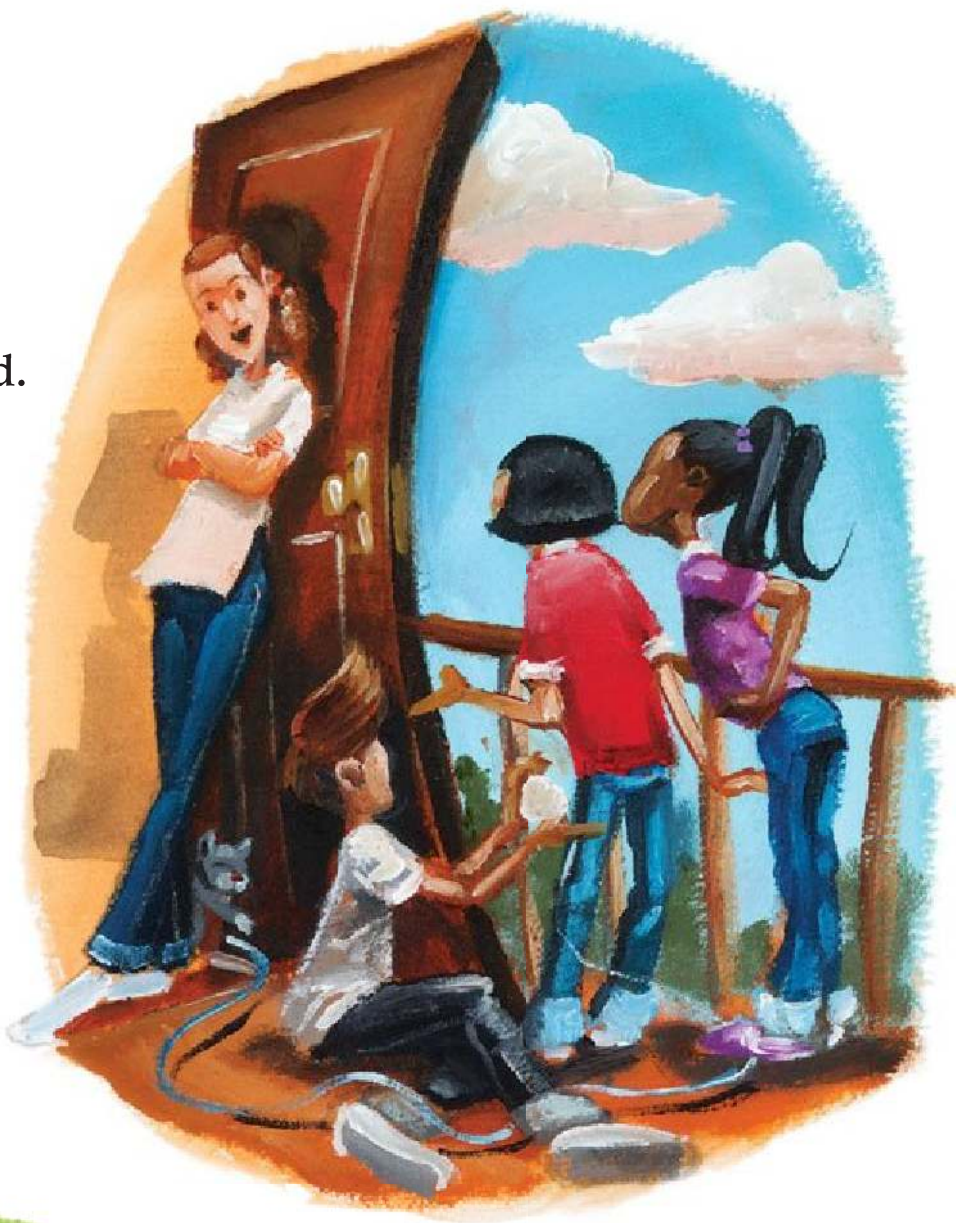
“Aha, what?” Roger asked. “Do you have a clue?”

“No,” Kate said. “I just like to say that!”

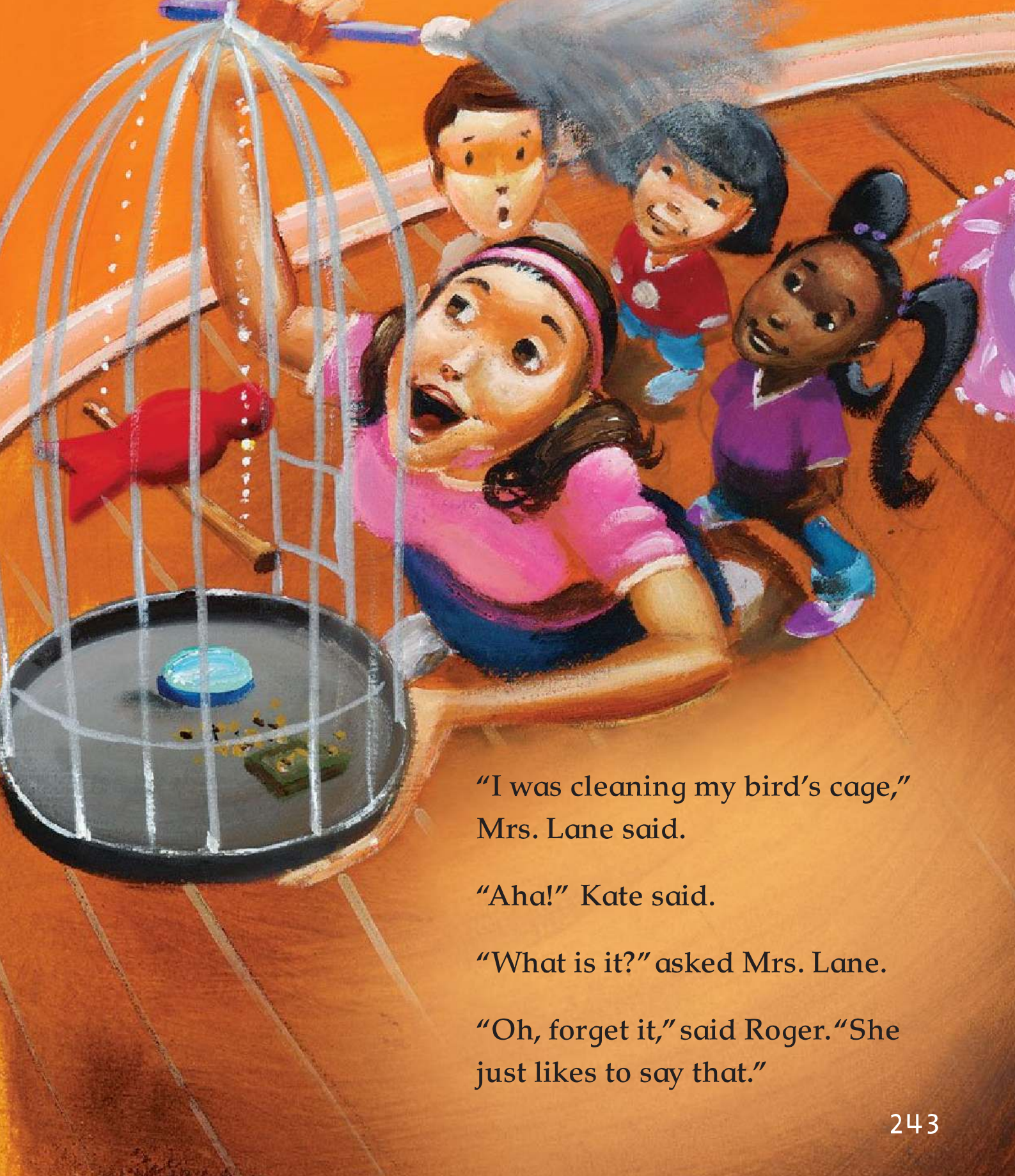


The children went to
three other places.

“I was playing ball with
my cat,” Mrs. Sturge said.



“I came home very late,”
Mrs. Price said. “Then I
went to bed.”



"I was cleaning my bird's cage,"
Mrs. Lane said.

"Aha!" Kate said.

"What is it?" asked Mrs. Lane.

"Oh, forget it," said Roger. "She
just likes to say that."

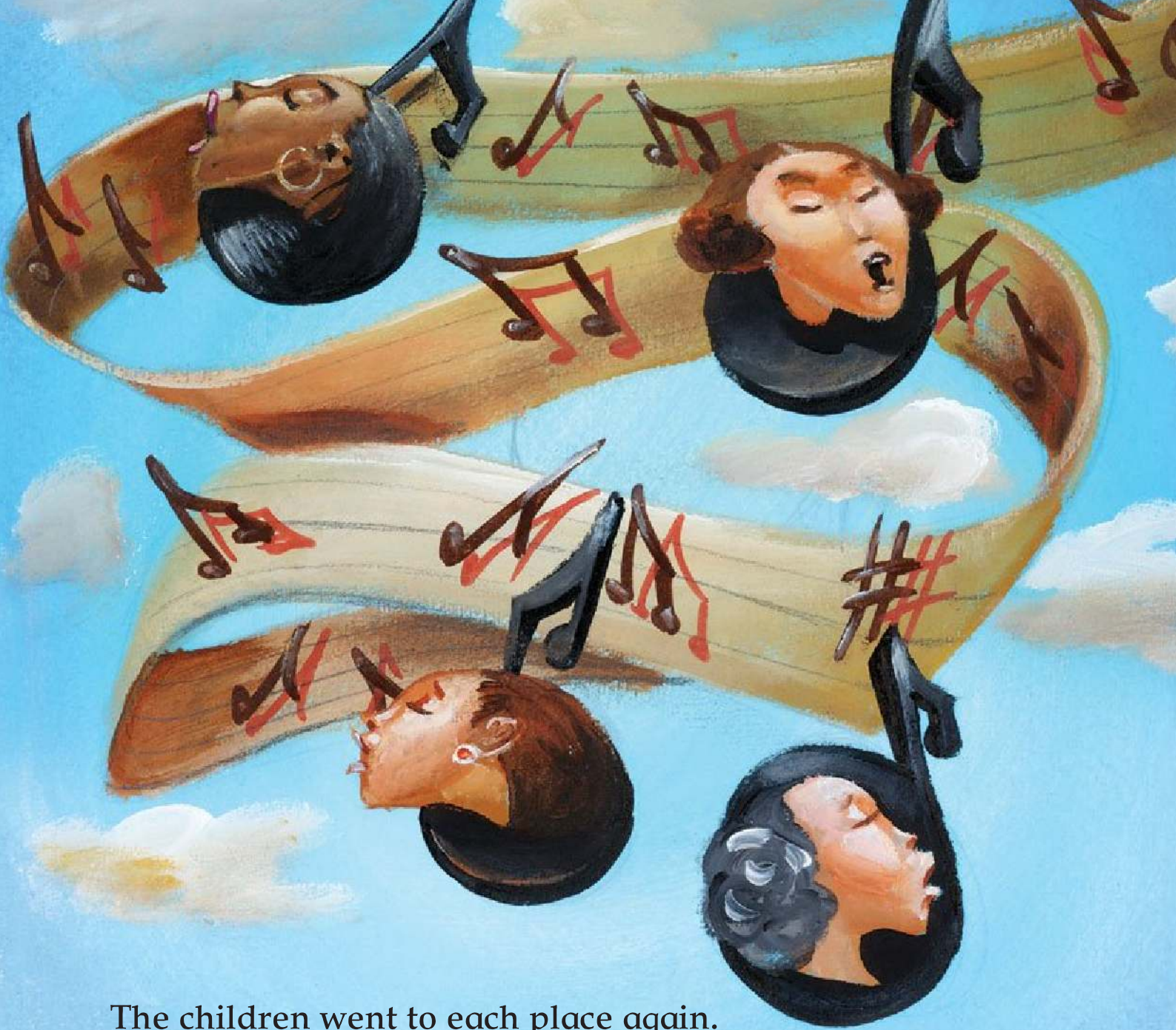
The children went back to Kate's yard.

"Maybe it was someone walking by," Roger said.

"No," Ann said. "The song would have become softer and softer."

Roger jumped up. "Let's listen to everyone sing," he said.



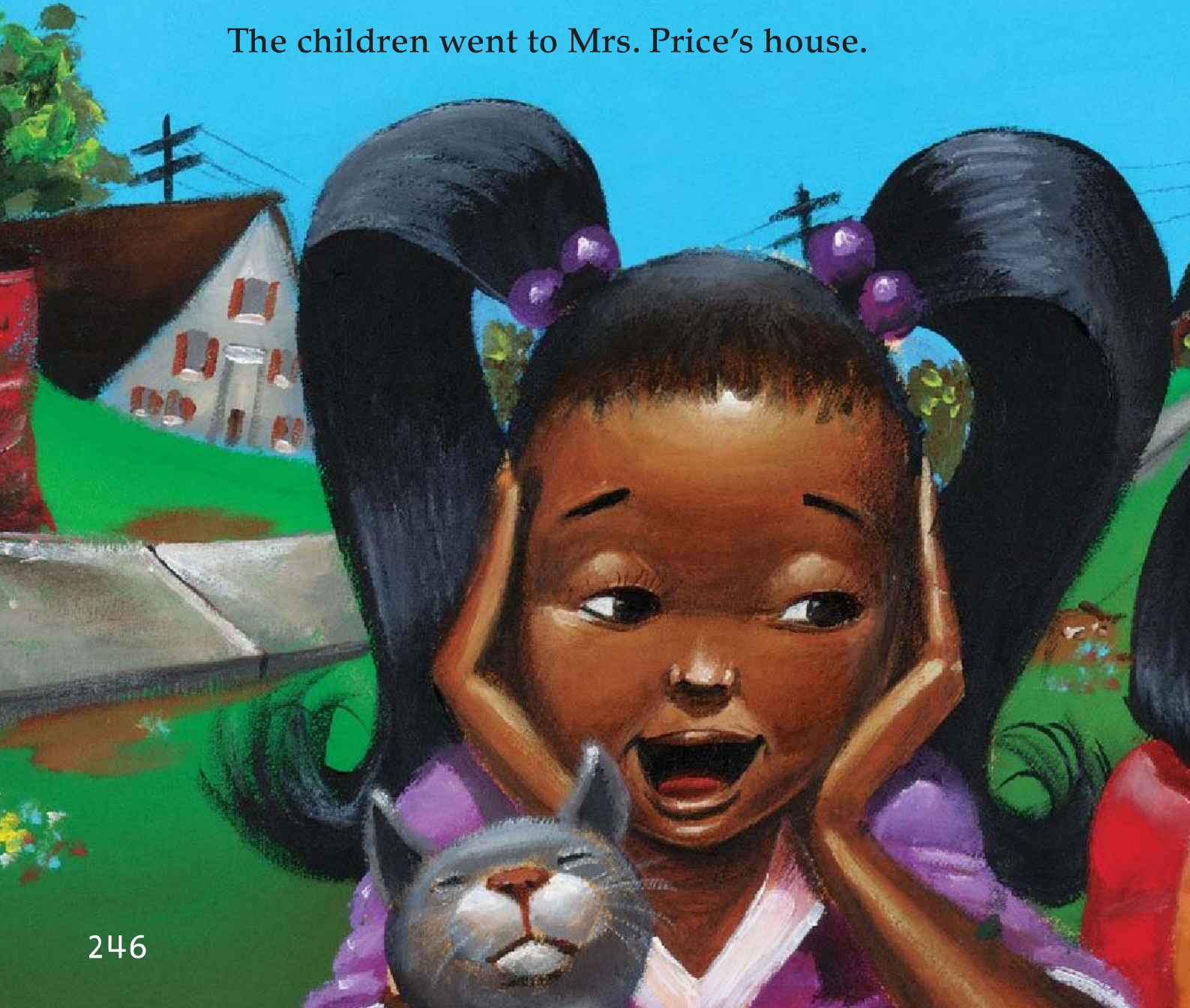


The children went to each place again.
No one sang like the night singer.
One sang too **high**. One sang too low.
One hummed. One screeched.
One sang like a bird.

The children went back to Kate's yard again.
They sat down. Then Ann remembered something.

"I saw a large black bag in Mrs. Price's house,"
Ann said. "Maybe someone is visiting her. Let's go
and check."

The children went to Mrs. Price's house.





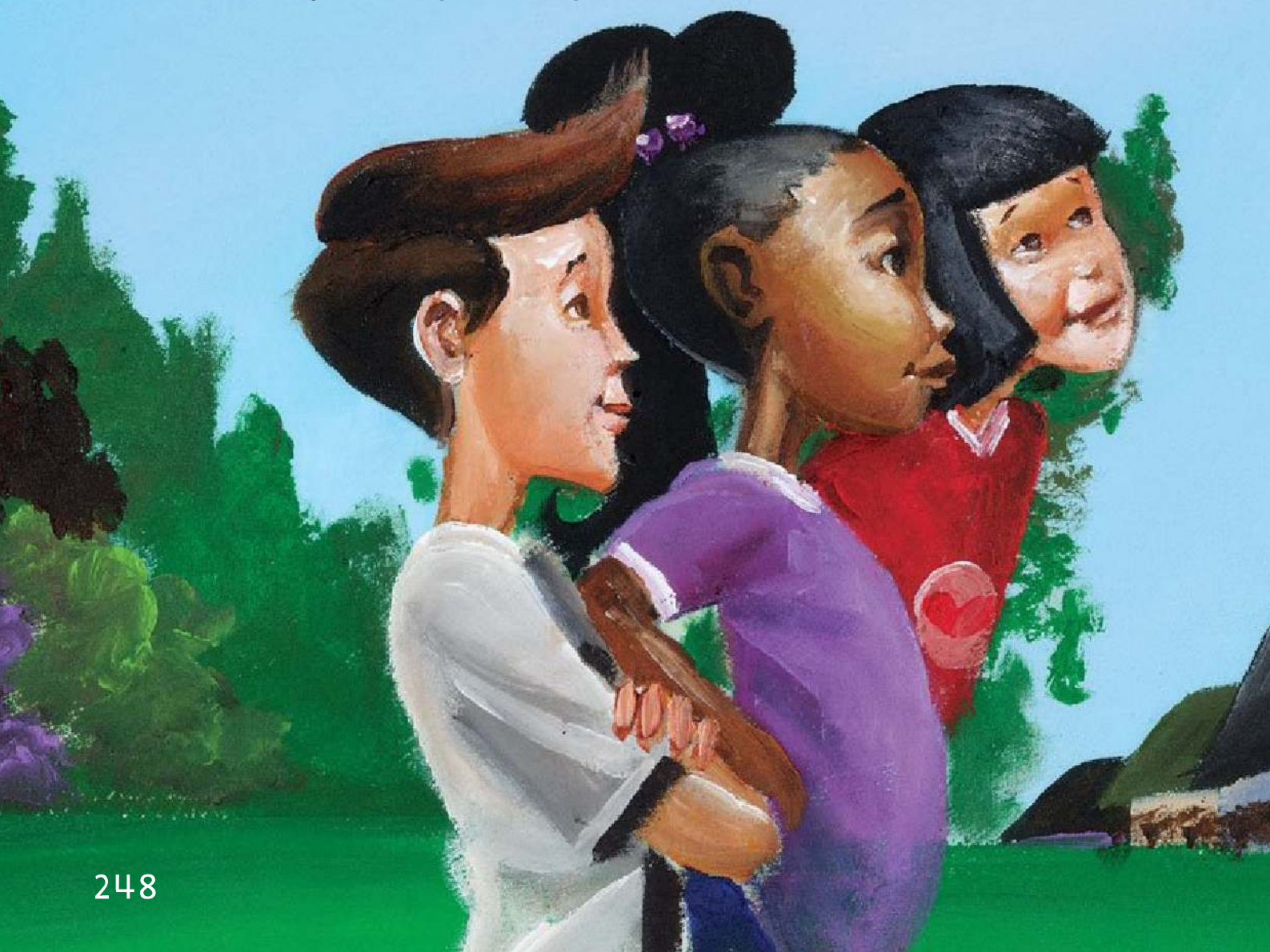
“Is someone visiting you?” Kate asked.

“My sister is visiting,” Mrs. Price said.

“Did she sing last night?” Roger asked.

“I don’t know,” Mrs. Price said. “I came home very late.” She called her sister to the door.

“Did you sing last night?” Ann asked.





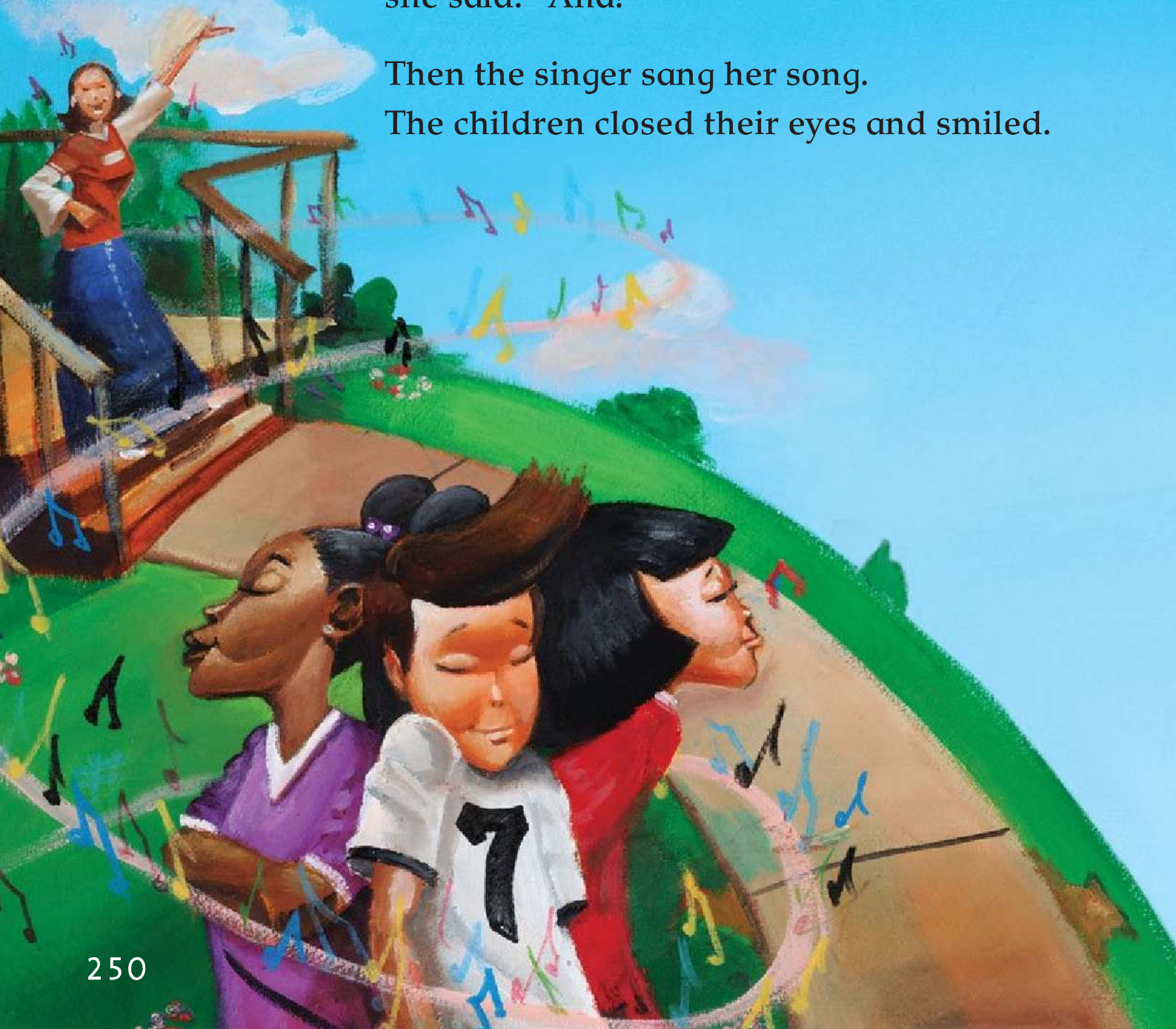
"I did, indeed," the visitor said.

"The sky was so beautiful."

Ann and Roger looked at Kate. She looked back at them. Then she giggled. "Aha!" she said. "Aha!"

Then the singer sang her song.

The children closed their eyes and smiled.



Think Critically

- 1 How can you tell that Kate likes to be silly? 🌀 DRAW CONCLUSIONS
- 2 How can you tell that these children are good thinkers? MAKE INFERENCES
- 3 What clue helped them solve the mystery? MAKE INFERENCES
- 4 What makes you think that the neighbors enjoy helping the children? 🌀 DRAW CONCLUSIONS
- 5 **WRITE** Think of a mystery you have solved. Write about it. 🖋️ WRITING RESPONSE



Meet the Author

Eloise Greenfield

Eloise Greenfield enjoys writing stories that make the reader chuckle. “When I was in first grade I liked to read, play games with friends, and laugh with my mother,” she says.

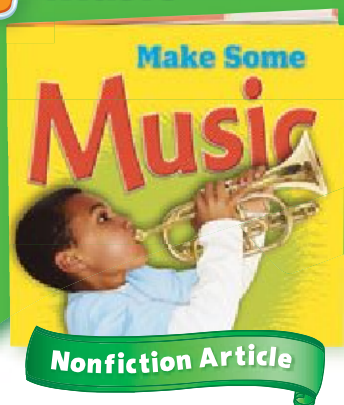
Eloise Greenfield says, “If you like to write, you should read a lot. Pay attention to the way words sound and what they mean. Try to find just the right words to say what you mean.”



Meet the Illustrator **Frank Morrison**

Frank Morrison has been drawing since he was a baby. When he was in the first grade, he loved to draw racecars and super heroes. He thought about his daughter and her friends when he was drawing the characters in “Mystery of the Night Song.” Frank Morrison says, “Have fun with art!”





Make Some Music



Some people make music by singing. Others play instruments. There are many kinds of musical instruments.

You blow into a brass instrument. Air in the long tubes makes low sounds. Air in the short tubes makes high sounds.





You blow into a woodwind instrument, too. The “wind” you blow makes the air inside vibrate. This makes a sound.



You pluck, strum, or bow a stringed instrument. The strings vibrate. This makes a sound.



You hit or shake a rhythm instrument to make it vibrate. This makes a sound.



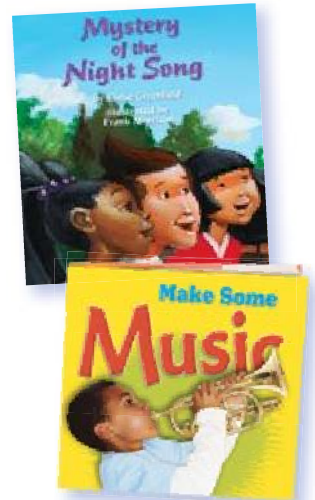
People all over the world enjoy music. What kinds of music do you like?



Connections

Comparing Texts

- 1 How is the story about music? What does the article say about music?
- 2 Have you ever heard someone who was a good singer? Tell about it.
- 3 The children had fun solving the mystery. What do you like to do for fun?



Writing

Ann, Kate, and Roger solved a mystery. Write about a mystery that you would like to solve.

I want to find out what animal leaves footprints near my home at night.

Phonics

Make and read new words.

Start with **badge**.

Take away **b** and **d**.

Change **g** to **c**.

Put **f** at the beginning.

Change **f** to **r**.

Fluency Practice

Read the story with a partner. The characters in this story ask a lot of questions. When you read a question, make your voice sound as if you are asking a question.



Glossary

What Is a Glossary?

A glossary can help you read a word. You can look up the word and read it in a sentence. Some words have a picture to help you.

write

Jane likes to **write** letters.



A

a•round The dog ran **around** the tree.

B

be•cause I'm sad **because** my arm hurts.

be•come The game will soon **become** easy.

brown The dog is **brown**.

bus•y My mom is always **busy** at work.

C

cit•y The **city** is beautiful at night.



brown



city



door

cool In the fall, it gets **cool**.

D

dear Oh, **dear**! I am going to be late.

door She is shutting the **door**.

dry The wet cloth needs to **dry**.

E

eyes The baby has big, brown **eyes**.

F

found He **found** a sock under the bed.



eyes

four There are **four** marbles.

G

gone The boat is **gone** from the dock.

H

hears Todd **hears** the birds chirp.

hel•lo I say **hello** when someone calls.

high The bird is flying **high**.

holes You can cut **holes** in ice to fish.



four



high



light

hur•ry Let's **hurry** so we will not be late.

L

light Turn on the **light**.



love

lis•ten Please **listen** to me.

loud•ly Can you whistle **loudly**?

love I **love** you.



mother

moth•er Jay is with his **mother**.

M

move Carl helps Jess **move** a big clock.

N

near The pond is **near** the park.

O

o•pen The purse is **open**.

P

place The desert is a dry **place**.

pulled I **pulled** my socks up.



open



sky



talk

R

re•mem•bered Beth **remembered** to feed the cat.

right All **right**. It's your turn now.

S

should You **should** go to bed now.

sky Look at the beautiful **sky**!

T

talk Rob and Mike like to **talk**.

those

those Can you see **those** birds in the sky?

tired The firefighter is **tired**.

told Ben's mom **told** him to brush his teeth.

V

visi•tor A **visitor** came to my house.

W

walked We all **walked** to school.

warm A coat keeps me **warm** in the winter.

warm



tired



walked

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